

Ac. No. 86.

BIENNIAL REPORT

OF THE

Superintendent of Public Instruction,

OF THE

STATE OF FLORIDA.

FOR THE

SCHOOL YEARS 1879 AND 1880.

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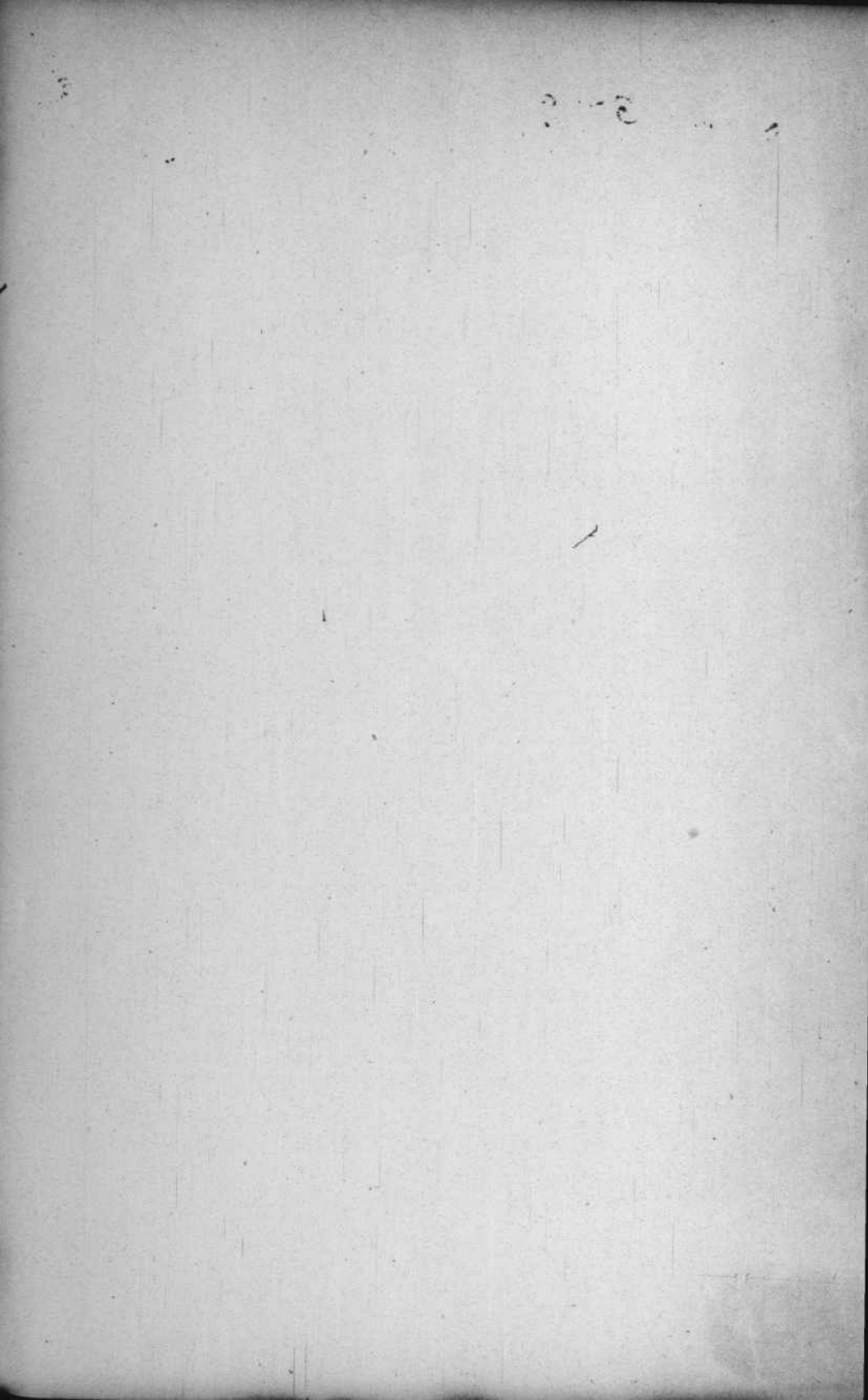
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## Biennial Report of the Superintendent of Public Instruction.

DEPARTMENT OF PUBLIC INSTRUCTION,  
Tallahassee, Fla., December 31, 1880.

*To His Excellency, Geo. F. Drew, Governor of Florida:*

SIR—In accordance with the requirements of Article VII., Section 9, of the Constitution, I herewith transmit through you to the Legislature the Biennial Report of the Superintendent of Public Instruction for the period beginning October 1, 1879, and ending September 30, 1880.

I have the honor to be,

Very respectfully, your obedient servant,

W. P. HAISLEY,  
*Superintendent of Public Instruction.*

### REPORT.

In reviewing the condition of the public schools of our State during the past two years it is gratifying to note, that notwithstanding the difficulties under which they have been operated, there has been a decided improvement. While the period referred to has been fruitful in the actual good accomplished, there has been something still more encouraging in its indications of future success. The fact that a greater number of schools have been operated, with a diminished revenue, shows that there is an increased public sentiment in their favor, and that a majority of the people of our State begin to feel the necessity of developing our educational system.

I would not, however, be understood here as adducing an argument in defense of the action of the last General Assembly in reducing the county tax for the support of schools. Had it been thought that the limited per centage of taxation was to remain permanent, the result would have been different, but under the general sentiment that the reduction was a mistake, and that the original rate would be restored when the next Legislature should meet, the people have been encouraged in keeping up their school organizations, and have supplemented in many instances by private contributions the appropriation allowed.

If it is important that we should have a public school system, and every thinking mind must admit that it is, then policy de-

mands that it be operated in such manner as will make it of most advantage to the State. This can only be done by giving to it a sufficiency of funds, without which we shall fail, not only to develop the system, but the public school will result in detriment to true educational advancement. There are neighborhoods that will depend for the support of their school upon the public fund, however insufficient for the purpose it may be. So the school is put in operation once a year, they are satisfied, without giving themselves any concern as to whether it is conducted by such a teacher, or for such a length of term as will make it of real value to the children. Thus evil instead of good is the result if the system is not liberally supported.

#### CANVASS BY THE SUPERINTENDENT.

A second canvass of the State was directed by the Legislature at its last session in making the usual appropriation for this department. As stated in my former report, the purpose of my first visitation to the several counties was mainly directed to the work of conferring with the local school officers, and of instructing them in their duty under the law. The purpose of the canvass just completed was two fold. The primary object in view was to awaken among the people a more lively interest in behalf of public school work. To this end I endeavored to address myself to all classes, by making public lectures at from one to four points in each of the counties. It occurred to me that a discussion of our school system, its advantages and defects, would better enable our people to understand and appreciate it, and, at the same time, excite a sentiment of interest in its favor, and this, I believe has been the result. In most places my addresses have been well received, and I feel safe in saying that many have been inspired with greater zeal, and have thereby been made stronger friends of popular education.

The second purpose was to organize and meet with the teachers in institutes whenever it was thought practicable to accomplish anything in this direction. To this work I was able to devote only a small portion of my time, but I found most of the superintendents and teachers ready to enter into it, and from what has been done I am satisfied that these meetings can be made a success here as well as in the older States. In Santa Rosa, Washington, Suwannee, Nassau, Duval, Marion, Hernando, Orange and other counties, organizations, in which most of the teachers have been enrolled, have been effected. The meetings have been well attended, and, in most cases, elicited interest from many not directly connected with the schools.



## SCHOOL CENSUS.

On page 164 will be found a recapitulation of the school census of the State for 1880. This table shows that while considerable gains have been made in some of the counties, in the aggregate there has been a loss of nearly five thousand. There can be no doubt that our State has gained in population during the past four years, and I can explain this difference in no other way than to attribute it to inaccuracies by the enumerators.

There has been some difficulty in reference to the compensation for performing the work of taking this census; the County Commissioners in two of the counties believing it to be a charge upon the State, have refused to allow the commissions authorized by law. The funds from which this is to be paid should be defined.

I would also suggest that the law making the Tax Assessors the enumerators of the census of the youth be amended so as to make it the duty of the County Superintendents of Schools.

This is recommended for two reasons. First, the work should be performed by an officer over whom the Board of Education can have some direction and control. The Superintendents of Schools have such connection with this department while the Assessors have not. Secondly, the work would be more accurately executed. The late census returns bear many evidences of incompleteness and want of care on the part of the enumerators. From two of the counties the returns fail to show the number of youth between the ages of six and twenty-one years, while from one the whole number of youth in the county is given as less than the number enrolled in the schools, as shown by the Superintendent's last report. This last is a most glaring error, for even in the older States it is rarely the case that the school attendance reaches two-thirds of the school population.

TABLE No. 1.  
School Census for 1880.

COUNTIES.	No. of youth between age of 4 and 21.	No. of youth between ages of 6 and 21.	No. of males between ages of 4 and 21.	No. of females between ages of 4 and 21.	No. of colored youth be- tween ages of 4 and 21.	No. of white youth be- tween ages of 4 and 21.
Alachua.....	7282	6032	3841	3421	4711	2451
Baker.....	728	607	369	359	129	599
Bradford.....	1600	1325	817	785	266	1334
Brevard.....	264	223	112	116	13	251
Calhoun.....	807	447	336	271	172	435
Clay.....	1000	841	522	478	205	795
Columbia.....	3289	2873	1788	1613	1631	1653
Dade.....	40	43	28	21	.....	28
Duval.....	5318	4478	2765	2553	3150	2168
Escambia.....	2988	2775	1615	1073	1561	1935
Franklin.....	608	507	298	310	189	419
*Gadsden.....	4588	3857	2259	2330	2983	1605
Hamilton.....	1980	1698	1019	961	679	1301
Hernando.....	1830	1099	710	620	295	1035
Hillsborough.....	2158	1837	1176	982	305	1850
Holmes.....	766	669	379	387	22	744
Jackson.....	3341	2963	1912	1429	1045	2295
Jefferson.....	4373	3818	2295	2078	3300	1073
Lafayette.....	641	545	28	26	5	50
Leon.....	8132	6975	3963	4169	7140	992
Levy.....	2455	2061	1247	1208	874	1581
Liberty.....	422	361	222	200	111	251
Madison.....	4752	3912	2350	2402	3088	1664
Manatee.....	1282	1068	682	600	41	1241
Marion.....	4500	2824	2255	2245	3074	1426
Monroe.....	4001	3416	1940	2061	1279	2722
Nassau.....	2366	2048	1210	1156	1213	1153
Orange.....	1675	1415	896	780	115	1560
Polk.....	650	579	353	297	30	620
Putnam.....	2520	2163	1324	1196	916	1601
Santa Rosa.....	2668	2214	1394	1274	780	1888
St. Johns.....	1788	1526	908	880	575	1213
Sumter.....	1720	1452	938	782	447	1245
Suwannee.....	2250	1898	1175	1075	890	1360
Taylor.....	683	565	382	301	31	652
Volusia.....	1443	995	633	510	176	967
Wakulla.....	814	674	416	387	299	468
Walton.....	1220	1070	634	584	118	1101
Washington.....	756	614	413	343	180	576
Total.....	88,677	71,782	45,604	42,161	42,099	46,410

\*Estimated.

STATISTICS FOR SCHOLASTIC YEAR OF 1878-9.

Tables Nos. 2 to 4 inclusive, show the progress of the schools for the first scholastic year embraced in this report. It will be seen that there was an increase in both the number of schools operated, and in the number of pupils enrolled. A slight falling off, however, is indicated in the average length of term.

TABLE NO. 2.

*Exhibiting number of schools, total attendance, assessed value of property, amount assessed in each county for educational purposes, average cost of each pupil, &c., &c., for the scholastic year commencing October 1, 1878, and ending September 30, 1879.*

COUNTIES.	Number of schools.	Number of children of school age.	Total school attendance.	Average daily attendance.	Assessed valuation of the property of the county for 1879.	Amount of county assessment for school purposes for 1879.	Per cent. of assessment for 1879.	Total amount expended for school purposes.	Average cost of each pupil.
Alachua.....	44	6,751	2,233	1,304	\$1,780,790	\$9,001 50	.005	\$5,545 00	\$4 25
Baker.....	19	448	451	298	178,398	843 30	.003½	690 00	2 21
Bradford.....	34	1,499	1,256	928	682,453	2,300 00	.003½	3,386 66	3 04
Brevard.....	8	174	127	107	238,111	978 45	.004	655 00	5 98
Calhoun.....	1	395	25	15	134,058	150 00	.001	45 00	2 00
Clay.....	24	574	685	540	473,317	1,897 55	.004	2,989 94	5 54
Columbia.....	48	1,303	1,559	1,056	145,639	2,613 00	.003½	2,515 93	2 49
Dade.....	.....	.....	.....	.....	31,013	108 60	.003½	.....	.....
Duval.....	49	5,323	2,403	1,731	7,104,715	24,869 70	.003½	22,077 17	12 75
Escambia.....	26	2,775	1,325	928	1,882,059	4,707 23	.002½	7,804 05	8 40
Franklin.....	3	373	189	128	204,783	512 48	.002½	1,101 25	8 95
Gadsden.....	30	3,857	1,464	951	804,202	2,514 99	.003½	3,667 00	3 85
Hamilton.....	5	1,912	117	90	608,436	2,159 88	.003½	4,092 20	4 45
Hernando.....	30	1,120	800	533	422,830	1,067 07	.002½	2,560 72	4 89
Hillsborough.....	39	1,398	1,278	965	751,347	1,873 37	.002½	3,476 00	3 50
Holmes.....	10	678	221	167	84,161	253 02	.003	1,456 00	8 72
Jackson.....	47	2,963	1,795	1,157	1,040,940	3,639 92	.003½	3,135 50	2 75
Jefferson.....	52	5,353	1,842	1,530	1,383,990	2,706 98	.002	7,885 00	6 15
Lafayette.....	19	598	313	214	255,126	633 47	.002½	913 20	4 25
Leon.....	56	5,756	2,149	1,537	1,713,594	4,283 98	.002½	5,984 66	3 88
Levy.....	26	792	868	642	545,195	1,363 44	.002½	2,284 50	3 55
Liberty.....	8	292	155	116	172,230	602 91	.003½	388 41	3 35
Madison.....	37	5,045	2,420	1,620	1,215,570	2,031 14	.002	6,347 45	3 91
Manatee.....	30	1,050	571	476	611,112	2,419 37	.004	1,635 27	3 22
Marion.....	58	4,230	2,177	1,414	1,182,564	5,194 00	.004½	5,795 00	4 90
Monroe.....	6	3,480	1,168	828	1,259,195	3,147 98	.002½	6,651 60	10 42
Nassau.....	35	1,835	1,172	815	966,570	2,424 50	.002½	5,728 28	7 02
Orange.....	53	1,373	1,233	834	1,082,000	2,705 00	.002½	6,455 09	7 74
Polk.....	26	905	657	529	518,414	636 83	.002	2,096 51	5 66
Putnam.....	36	1,786	925	625	1,027,035	3,594 53	.003½	3,786 85	6 59
Santa Rosa.....	18	2,378	624	414	678,210	1,695 52	.002½	1,889 00	1 33
St. Johns.....	18	690	679	550	825,050	2,890 91	.003½	5,774 84	14 63
Sumter.....	28	.....	779	552	520,760	1,822 66	.003½	2,354 72	4 52
Suwannee.....	40	1,825	959	639	520,030	1,204 10	.002½	2,552 69	4 01
Taylor.....	14	504	317	199	117,722	515 81	.003½	1,346 00	8 75
Volusia.....	30	830	740	527	529,977	1,848 09	.003½	3,911 00	7 42
Wakulla.....	15	877	483	315	269,232	813 77	.003	1,090 00	3 56
Walton.....	16	889	250	170	244,506	489 01	.002	360 00	2 11
Washington.....	13	954	423	391	179,991	444 50	.002½	1,232 00	3 15
Total.....	1,050	72,985	37,034	25,601	\$32,794,383	\$92,475 06		\$140,703 90	

TABLE NO. 3.

*Exhibiting number of schools, number of pupils enrolled, and number pursuing the different studies, for the scholastic year of 1878-79.*

COUNTIES.	Number of schools.	Number of pupils enrolled.	Number in Primary Department.	Number in Reading classes.	Number in Writing classes.	Number in Arithmetic.	Number in Geography.	Number in Grammar.	Number in History and higher grades.
Alachua.....	44	2283	341	1216	981	817	489	302	209
Baker.....	19	451	15	404	264	142	48	18	21
Bradford.....	34	1256	87	689	680	560	144	159	290
Brevard.....	8	127	.....	.....	.....	.....	.....	.....	.....
Calhoun.....	1	25	.....	.....	.....	.....	.....	.....	.....
Clay.....	24	685	87	483	346	271	147	94	46
Columbia.....	48	1559	76	832	647	586	215	202	45
Dade.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Duval.....	49	2403	302	1899	1352	1360	981	528	222
Escambia.....	26	1326	56	1266	526	681	432	228	65
Franklin.....	3	189	10	180	133	152	67	43	26
Gadsden.....	30	1464	139	785	762	623	269	194	46
Hamilton.....	5	117	30	98	59	50	10	29	2
Hernando.....	30	800	14	387	285	262	132	114	81
Hillsborough.....	39	1278	74	785	621	575	288	227	22
Holmes.....	10	221	10	160	103	57	7	10	.....
Jackson.....	47	1795	487	1231	1202	1168	621	214	326
Jefferson.....	52	1842	615	1294	1310	591	263	373	11
Lafayette.....	19	313	8	202	148	94	22	20	.....
Leon.....	56	2149	.....	1248	862	803	479	205	136
Levy.....	26	868	111	641	520	330	190	75	20
Liberty.....	8	155	15	131	64	74	43	22	10
Madison.....	37	2420	205	1594	1692	1228	926	1304	230
Manatee.....	30	571	43	346	293	238	130	103	83
Marion.....	58	2177	392	988	830	718	377	192	153
Monroe.....	6	1168	262	1248	700	751	502	175	80
Nassau.....	35	1172	136	803	590	540	286	167	147
Orange.....	53	1233	97	607	488	468	296	135	126
Polk.....	26	657	23	475	338	485	375	206	121
Putnam.....	36	926	.....	.....	.....	.....	.....	.....	.....
Santa Rosa.....	18	624	47	362	266	214	92	33	.....
St. Johns.....	18	879	101	721	535	580	447	151	452
Sumter.....	28	779	.....	.....	.....	.....	.....	.....	.....
Suwannee.....	40	959	47	749	527	436	221	182	99
Taylor.....	14	517	39	199	140	215	91	49	30
Volusia.....	30	740	71	526	407	373	257	75	129
Wakulla.....	15	483	72	271	171	151	100	52	19
Walton.....	15	250	25	225	160	105	75	100	15
Washington.....	13	423	108	1022	269	141	174	113	98
Total.....	1,050	37,034	4,095	24,021	18,271	16,748	9,546	6,094	3,358

TABLE NO. 4.

*Exhibiting average length of term, number of teachers employed, salaries, certificates, &c., for the scholastic year of 1878-79.*

COUNTIES.	Average length of term in days.	Number of teachers employed.		Salaries for month of 22 days.			Certificates.		
		Male.	Female.	Highest.	Lowest.	Average.	First class.	Second class.	Third class.
Alachua .....	78	38	10	60	20	40	.....	.....	.....
Baker .....	66	12	5	40	30	35	.....	.....	11
Bradford .....	68	27	11	67	14	22	.....	27	11
Brevard .....	88	4	4	25	10	17.50	.....	.....	8
Calhoun .....	66	1	.....	15	15	15	.....	.....	1
Clay .....	88	19	5	50	10	20	.....	12	12
Columbia .....	66	32	8	30	8.33	10.16	.....	23	17
Dade .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Duval .....	126	30	41	125	25	42.88	5	30	33
Escambia .....	123	8	23	100	20	25	3	2	26
Franklin .....	101	2	3	40	16	28	.....	2	3
Gadsden .....	66	20	10	100	10	33 1/2	.....	18	12
Hamilton .....	96	4	1	25	10	14	.....	2	3
Hernando .....	80	19	9	46	8	19	.....	8	19
Hillsborough .....	66	23	13	83.33	11.66	28.42	1	23	12
Holmes .....	101	8	2	30	10	12	.....	3	7
Jackson .....	54	27	6	30	15	22	5	12	16
Jefferson .....	127	31	19	50	5	15	2	5	43
Lafayette .....	57	10	3	15	10	13 1/2	.....	3	10
Levy .....	66	17	12	60	15	25	.....	20	9
Leon .....	110	39	20	50	20	25	.....	7	52
Liberty .....	59	5	2	17.50	8.33	12.94	.....	.....	7
Madison .....	88	30	15	75	10	30	.....	32	13
Manatee .....	60	.....	.....	30	7	15	.....	.....	.....
Marion .....	66	45	15	28	28	28	.....	30	30
Monroe .....	165	5	12	100	30	40	4	.....	13
Nassau .....	72	25	12	100	20	30	1	10	26
Orange .....	93	27	22	51	18	25	.....	30	19
Polk .....	66	18	2	31.46	8	15	.....	12	8
Putnam .....	88	.....	.....	60	20	30	.....	.....	.....
Santa Rosa .....	66	11	8	35	13	24	.....	.....	19
St. Johns .....	110	8	18	75	15	27.30	2	8	16
Sumter .....	88	19	9	33.75	12	20	.....	8	20
Suwannee .....	66	25	15	35	8	17	4	25	11
Taylor .....	68	10	3	15	8	10	.....	3	11
Volusia .....	80	14	14	45	10	28	.....	3	25
Wakulla .....	69	11	4	27	13	20	.....	2	13
Walton .....	65	11	4	25	10	15	.....	7	4
Washington .....	68	11	2	40	8	24.25	1	2	10
Total .....	3,130	646	322	.....	.....	.....	28	375	550



## STATISTICS FOR SCHOLASTIC YEAR OF 1879-80.

Of the following tables, Nos. 5, 6 and 7, exhibit the progress and present condition of the schools for the scholastic year just closed.

It will be seen that the total number of schools reported are 1,131, and that the aggregate attendance is given at 39,315. By comparing these figures with the tables for the first scholastic year under the present administration, it will be found that the schools have increased 244 in number during the past three years, and that the accessions to the school enrollment aggregate 8,182.

While there has been a gradual increase for the last four years, in the points referred to, it is to be regretted that there has been, at the same time, a decrease in the average length of term during the two last years. The cause of this is found in the reduction of the county school tax by the last Legislature. There was a demand for more schools, and with the embarrassment of a limited fund, this could be met only by decreasing the school term. That it is due to this fact alone, is evident from the marked increase in the length of term for the first two years under the present management over any previous year.

TABLE NO. 5.

*Exhibiting Number of Schools, Total Attendance, Assessed Valuation of Property, Amount Assessed in each County for Educational Purposes, Average Cost of each Pupil, &c., &c., &c., for the Scholastic Year commencing October 1, 1879, and ending September 30, 1880.*

COUNTIES.	Number of Schools.	Number Children of School Age.	Total School Attendance.	Average Daily Attendance.	Assessed Valuation of the Property of the County for 1880.	Amount of County Assessment for School Purposes.	Per cent. of Assessment on Property Valuation of 1880.	Total Am't Expended for School Purposes.	Average Cost of Each Pupil.
Alachua.....	48	6032	2387	1518	\$1,563,116	\$3,910 20	.0023%	\$4,764 00	\$3 14
Baker.....	17	607	186	118	182,159	364 32	.002	240 00	2 03
Bradford.....	38	1325	1234	915	667,655	1,668 97	.0023%	3,325 00	3 63
Brevard.....	6	223	77	51	241,027	602 75	.0023%	344 00	6 75
Calhoun.....	4	447	121	87	136,217	205 57	.0011%	350 42	4 02
Clay.....	27	841	643	493	478,307	1,196 58	.0023%	2,430 58	4 93
Columbia.....	58	2873	1418	995	757,892	1,894 70	.0023%	2,567 00	2 59
Dade.....	43	2216	1418	1418	5,122,281	12,807 09	.0023%	14,423 50	10 18
Duval.....	41	4478	2216	1418	5,122,281	12,807 09	.0023%	14,423 50	10 18
Escambia.....	29	2240	1351	984	1,873,162	4,684 81	.0023%	7,953 55	8 09
Franklin.....	3	507	197	124	207,226	726 77	.0023%	512 06	4 13
Gadsden.....	43	3857	1814	1001	852,890	2,132 22	.0023%	3,103 53	3 10
Hamilton.....	39	1698	1036	840	610,941	1,627 35	.0023%	2,157 98	2 57
Hernando.....	32	1099	732	532	430,232	1,077 92	.0023%	1,901 18	3 69
Hillsborough.....	39	1837	1057	743	772,136	1,930 34	.0023%	3,484 50	4 82
Holmes.....	11	669	264	177	90,883	181 65	.0023%	1,263 50	7 14
Jackson.....	48	2785	1430	700	970,005	2,425 02	.0023%	1,927 10	2 44
Jefferson.....	54	3818	2420	2017	1,406,330	1,400 33	.001	7,300 00	3 62
Lafayette.....	17	545	368	264	289,055	722 13	.0023%	936 00	3 54
Leon.....	46	6975	1998	1479	1,656,802	4,142 01	.0023%	5,555 47	3 75
Levy.....	20	2061	722	517	546,195	1,365 49	.0023%	1,332 50	2 57
Liberty.....	10	311	235	176	179,568	448 50	.0023%	675 00	3 83
Madison.....	44	3912	2409	1709	1,215,570	3,039 83	.0023%	5,082 00	2 96
Manatee.....	43	1068	811	639	647,075	1,570 37	.0023%	1,867 48	3 07
Marion.....	52	2824	2118	1257	1,208,050	3,020 12	.0023%	6,216 00	4 95
Monroe.....	5	3416	870	675	1,250,607	3,126 52	.0023%	5,878 20	8 70
Nassau.....	38	2048	1341	917	968,186	3,489 38	.0023%	4,805 09	5 23
Orange.....	56	1415	1029	720	1,394,141	3,485 85	.0023%	4,923 52	6 97
Polk.....	19	570	630	528	309,257	773 55	.0023%	2,948 27	5 68
Putnam.....	40	2163	1154	678	1,003,292	2,510 73	.0023%	3,775 00	5 57
Santa Rosa.....	32	2668	1280	854	699,125	1,749 25	.0023%	3,050 28	3 57
St. Johns.....	18	1526	884	540	704,767	1,988 81	.0023%	4,649 20	8 48
Sumter.....	34	1452	977	694	600,280	1,500 65	.0023%	2,685 60	3 87
Suwannee.....	28	1898	1459	973	520,675	1,302 06	.0023%	1,342 82	1 20
Taylor.....	7	565	241	161	125,285	314 92	.0023%	1,010 00	6 27
Volusia.....	31	995	747	522	662,971	1,662 43	.0023%	1,652 20	3 16
Wakulla.....	18	674	435	272	272,615	681 59	.0023%	1,095 00	4 40
Walton.....	26	1070	751	479	238,969	489 01	.0023%	1,038 30	2 17
Washington.....	12	614	273	182	179,971	449 98	.0023%	729 50	4 00
Total.....	1131	74,213	39,315	27,046	31,069,621	76,626 44	.....	114,895 31	.....

TABLE NO. 6.

*Exhibiting number of schools, number of pupils enrolled, number in Primary Department, and number pursuing the different branches, for the scholastic year beginning October 1st, 1879 and ending September 30th, 1880.*

COUNTIES.	Number of schools.	Number of pupils enrolled.	Number in Primary Department.	Number in Reading classes.	Number in Writing classes.	Number in Arithmetic.	Number in Geography.	Number in Grammar.	Number in History and higher grades.
Alachua.....	48	2387	187	1158	1042	1020	472	314	132
Baker.....	17	186	12	118	90	80	49	9	.....
Bradford.....	36	1234	80	592	451	356	138	144	180
Brevard.....	6	77	.....	.....	.....	.....	.....	.....	.....
Calhoun.....	4	121	10	121	81	50	.....	10	.....
Clay.....	27	643	63	580	346	319	212	114	42
Columbia.....	58	1418	95	950	607	600	231	213	101
Dade.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Duval.....	41	2216	215	1739	1288	1249	977	529	509
Escambia.....	29	1351	115	1092	728	702	505	267	189
Franklin.....	3	197	9	127	125	105	52	52	73
Gadsden.....	43	1814	189	1035	995	750	384	283	116
Hamilton.....	39	1036	132	711	659	594	78	421	.....
Hernando.....	32	732	49	495	389	317	158	115	72
Hillsborough.....	29	1057	61	681	532	494	221	162	108
Holmes.....	11	264	70	176	96	42	8	4	2
Jackson.....	48	1430	64	815	443	400	178	43	59
Jefferson.....	54	2420	259	1500	880	748	381	357	121
Lafayette.....	17	368	40	166	119	80	20	11	.....
Leon.....	46	1998	185	1178	782	833	452	105	13
Levy.....	20	722	76	366	314	295	175	114	567
Liberty.....	10	235	30	214	100	70	50	50	.....
Madison.....	44	2409	170	1539	1224	1028	884	895	689
Manatee.....	43	811	317	635	207	137	146	83	17
Marion.....	52	2118	132	1139	794	734	341	227	431
Monroe.....	5	870	170	550	512	456	310	300	50
Nassau.....	38	1341	128	884	292	623	330	184	239
Orange.....	56	1029	103	693	523	485	317	147	131
Polk.....	19	630	22	427	395	322	243	200	46
Putnam.....	40	1154	45	1054	615	592	328	203	.....
Santa Rosa.....	32	1280	599	823	561	575	375	93	75
St. Johns.....	18	884	123	721	494	532	436	191	404
Sumter.....	34	977	243	933	.....	.....	.....	.....	.....
Suwannee.....	28	1459	33	531	415	304	137	104	63
Taylor.....	7	241	50	267	100	60	30	25	11
Volusia.....	31	747	.....	484	225	411	241	95	3
Wakulla.....	18	435	.....	273	192	172	89	36	15
Walton.....	26	751	55	476	296	182	73	23	26
Washington.....	12	273	80	296	116	82	67	91	34
Total.....	1,131	39,315	4,225	25,542	16,978	14,779	9,068	6,215	4,899

TABLE NO. 7.

*Exhibiting average length of term in days, number of teachers employed, salaries, certificates, &c., for the scholastic year commencing October 1, 1879, and ending September 30, 1880.*

COUNTIES.	Average length of term in days.	Number of teachers employed.		Salaries per month of 22 days.			Certificates.		
		Male.	Female.	Highest.	Lowest.	Average.	First Class.	Second Class.	Third Class.
Alachua.....	73	33	17	77 45	15 00	30 00	.....	17	33
Baker.....	66	4	3	10 00	10 00	10 00	.....	2	5
Bradford.....	66	28	11	66 66	13 33	21 66	.....	23	11
Brevard.....	70	1	5	26 00	10 00	12 00	.....	.....	6
Calhoun.....	66	4	..	30 00	15 00	22 50	.....	.....	4
Clay.....	66	20	7	40 00	10 00	16 66	.....	18	9
Columbia.....	53	29	9	100 00	33 33	10 00	.....	18	20
Dade.....	..	..	..	.....	.....	.....	.....	.....	.....
Duval.....	96	15	49	137 50	20 00	72 00	3	24	37
Escambia.....	97	6	29	70 00	20 00	25 00	.....	4	31
Franklin.....	66	2	3	40 00	15 00	27 00	.....	3	2
Gadsden.....	97	31	11	56 66	10 00	15 00	1	9	33
Hamilton.....	69	23	9	35 00	5 00	12 00	.....	27	5
Hernando.....	55	16	5	38 00	9 00	19 00	.....	9	12
Hillsborough....	65	24	16	58 33	13 33	15 00	.....	26	14
Holmes.....	65	5	6	30 00	10 00	30 00	.....	2	9
Jackson.....	58	19	5	25 00	15 00	30 00	1	3	20
Jefferson.....	107	30	16	50 00	7 50	17 50	.....	2	44
Lafayette.....	53	12	5	20 00	10 00	14 11	.....	4	13
Leon.....	104	34	16	50 00	15 00	22 06	.....	12	30
Levy.....	66	12	9	50 00	15 00	20 00	.....	14	7
Liberty.....	61	6	4	23 33	10 00	15 00	.....	1	9
Madison.....	66	13	9	100 00	10 00	25 00	.....	5	17
Manatee.....	64	33	10	40 00	6 23	15 00	.....	10	33
Marion.....	110	40	13	15 00	15 00	15 00	.....	27	26
Monroe.....	102	5	13	60 00	23 50	25 00	3	.....	14
Nassau.....	76	24	18	50 00	20 00	25 00	3	11	28
Orange.....	73	37	19	50 00	14 00	20 00	.....	31	25
Polk.....	66	16	1	38 59	7 24	19 00	.....	12	5
Putnam.....	110	29	13	50 00	15 00	23 00	.....	24	18
Santa Rosa.....	66	20	12	40 50	22 00	20 00	.....	10	22
St. Johns.....	108	7	20	75 00	16 00	20 23	2	8	17
Sumter.....	66	22	13	25 00	5 17	15 00	.....	12	23
Suwannee.....	66	21	7	7 50	3 08	5 00	.....	13	15
Taylor.....	78	2	7	20 00	15 00	17 00	.....	2	7
Volusia.....	66	13	15	30 25	6 41	18 00	.....	2	26
Wakulla.....	68	14	4	28 00	10 00	15 00	.....	3	15
Walton.....	65	16	10	22 33	4 66	15 00	.....	6	20
Washington.....	65	9	3	12 50	7 00	10 12	.....	.....	13
Total.....	2,825	675	420		*		13	394	679

TABLE No. 8.

*Exhibiting Assessed Value of Property for 1879 and 1880. Amount of School Tax Assessed, including the One-mill State Tax for 1879 and 1880. Amount of State apportionments for the Years 1879 and 1880.*

COUNTIES.	Assessed Value of Property in the county for 1879.	Assessed Value of Property in the county for 1880.	Amount of School Tax Assessed in 1879, including the one mill State Tax.	Amount of School Tax Assessed in 1880, including the one mill State Tax.	Amount of State Apportionment for 1879.	Amount of State Apportionment for 1880.	Amount of Private Contributions for Scholastic Year 1879-80.
Alachua.....	\$1,780,790	\$1,563,116	\$6,250 74	\$5,476 98	\$1522 17	\$1522 17	.....
Baker .....	178,398	182,159	634 04	546 70	103 74	103 74	.....
Bradford.....	682,454	667,655	2,389 30	2,337 20	350 02	350 02	985 00
Brevard .....	338,111	341,027	983 38	843 97	38 41	38 41	92 00
Calhoun.....	136,217	136,217	335 81	205 57	96 14	96 14	.....
Clay.....	473,317	478,307	1,658 57	1,675 65	130 65	130 65	832 00
Columbia.....	745,639	757,892	2,612 95	2,652 64	643 50	643 50	339 00
Dade.....	31,013	32,246	108 67	112 95	.....	.....	.....
Duval.....	7,104,715	5,122,381	24,892 70	17,932 55	1224 01	1224 01	111 50
Escambia.....	1,882,059	1,873,162	6,590 87	6,569 62	939 39	939 39	.....
Franklin.....	204,788	207,227	717 79	726 77	85 80	85 80	.....
Gadsden.....	804,202	852,890	1,009 45	2,985 11	894 66	894 66	783 99
Hamilton.....	608,438	610,941	2,173 07	2,138 29	429 06	429 06	563 47
Hernando.....	423,890	430,232	1,494 34	1,509 52	261 50	261 50	230 00
Hillsborough.....	751,347	772,136	2,629 72	2,702 47	309 66	309 66	1810 00



Holmes.....	84,161	90,883	253 02	272 92	163 80	163 80	548 00
Jackson.....	1040,940	970,005	3639 92	3395 03	722 47	722 47	180 00
Jefferson.....	1383,990	1406,390	2768 98	2812 66	1237 66	1237 66	2075 00
Lafayette.....	253,128	289,055	885 72	1011 13	131 43	131 43	311 00
Leon.....	1713,594	1656,802	5984 66	5795 45	1590 61	1590 61	.....
Levy.....	546,195	546,195	1909 15	1911 82	180 38	180 38	175 00
Liberty.....	171,715	179,568	603 91	628 42	65 13	65 13	225 50
Madison.....	1215,570	1215,980	2646 71	4255 76	1181 90	1181 90	512 00
Manatee.....	611,116	647,075	2156 38	2246 11	242 19	242 19	.....
Marion.....	1162,864	1208,050	4140 02	4228 17	965 86	965 86	1855 00
Monroe.....	1209,195	1250,607	4407 16	4327 11	797 16	797 16	1776 00
Nassau.....	966,570	968,186	3395 32	3541 20	423 54	423 54	355 00
Orange.....	1091,207	1394,141	3819 21	4881 82	304 00	304 00	.....
Polk.....	318,414	309,257	955 21	1083 10	194 80	194 80	1579 25
Putnam.....	1027,035	1003,272	3598 51	3514 68	414 96	414 96	.....
Santa Rosa.....	678,210	699,625	2373 73	2448 85	551 07	551 07	.....
St. Johns.....	825,050	794,707	2890 91	2875 06	158 54	158 54	.....
Sumter.....	520,760	600,260	1822 66	2100 91	246 28	246 28	534 00
Suwannee.....	520,030	520,675	1824 66	1822 84	415 16	415 16	.....
Taylor.....	117,722	125,288	413 05	441 14	127 73	127 73	523 00
Volusia.....	529,927	664,471	1856 27	2327 42	194 42	194 42	.....
Wakulla.....	269,232	272,615	945 01	953 32	182 33	182 33	.....
Walton.....	244,506	238,969	743 53	716 91	197 34	197 34	.....
Washington.....	179,991	*179,991	634 39	*629 97	217 62	217 62	831 00
Total.....	\$32,794,363	\$30,477,593	\$111,001 52	\$10,453,040	\$17,962 03	\$17,962 03	\$17,917 71

\*Estimated.

TABLE No. 9.

*Exhibiting salaries of teachers and Superintendents, compensation of Treasurer, contingent expenses, value of school property, number of acres of land, etc.*

COUNTIES.	School expenditures for the year 1879-80.				Total school property.		
	Teachers' salaries.	Salary and expenses of Superintendent.	Compensation of Treasurer.	Contingent expenses.	Number of school houses.	Total value of school property.	Number acres of unsold school lands in county.
Alachua....	\$3,714 00	\$800 00	200 00	.....	12	.....	12,118.56
Baker.....	240 00	65 00	16 00	.....	17	.....	9,173.34
Bradford...	3,325 00	150 00	50 00	.....	37	\$1,272 50	4,909.28
Brevard...	344 00	.....	.....	.....	.....	.....	58,589.00
Calhoun...	174 52	65 00	25 00	.....	.....	.....	15,857.64
Clay.....	1,560 12	64 50	12 80	\$17 00	30	2,700 00	5,892.86
Columbia...	2,157 00	260 00	45 00	.....	59	2,500 00	7,184.85
Dade.....	.....	.....	.....	.....	.....	.....	.....
Duval.....	13,285 00	1,000 00	300 00	325 50	41	51,000 00	4,978.97
Escambia...	5,435 00	288 80	130 00	299 40	25	7,230 00	6,023.82
Franklin...	405 00	60 00	16 15	4 88	2	610 00	.....
Gadsden...	2,354 00	500 00	25 00	223 40	42	510 00	1,317.10
Hamilton...	1,588 51	201 35	44 74	.....	.....	.....	7,511.67
Hernando...	1,671 00	100 00	35 00	.....	42	2,000 00	30,317.45
Hillsboro'..	2,556 00	75 00	73 86	.....	26	3,060 00	19,008.06
Holmes....	667 00	60 00	15 00	.....	11	365 00	10,211.92
Jackson...	1,384 00	474 60	63 50	5 00	2	44 00	7,514.78
Jefferson...	5,025 00	306 00	95 00	5 00	4	1,550 00	4,583.84
Lafayette...	627 00	100 00	25 00	.....	30	1,000 00	19,738.51
Leon.....	4,614 32	548 00	123 60	131 13	10	6,600 00	1,046.19
Levy.....	1,257 50	200 00	25 00	.....	19	1,700 00	15,736.69
Liberty....	405 65	110 00	12 00	.....	16	.....	.....
Madison...	4,500 00	300 00	85 00	.....	40	7,250 00	6,218.43
Manatee...	1,917 48	50 00	45 00	.....	43	43 00	7,551.30
Marion....	3,945 00	300 00	85 00	.....	52	2,000 00	19,372.90
*Monroe...	5,878 00	.....	105 00	.....	6	16,800 00	.....
Nassau...	4,267 21	100 00	85 00	143 00	39	4,800 00	5,079.36
Orange....	4,933 52	314 30	95 00	.....	56	5,700 00	24,771.56
Polk.....	1,382 97	150 00	50 00	.....	25	1,475 00	31,889.02
Putnam...	3,775 00	300 00	75 00	.....	40	1,890 00	7,131.11
Santa Rosa.	2,990 00	100 00	55 00	.....	40	1,500 00	19,317.62
St. Johns...	3,112 81	100 00	65 00	97 28	20	1,500 00	12,036.61
Sumter....	2,451 00	150 00	41 13	.....	40	4,000 00	18,264.35
Suwannee...	502 82	106 60	15 00	25 00	42	1,000 00	4,880.24
Taylor....	463 00	80 00	20 00	.....	10	300 00	20,591.18
Volusia....	1,278 31	302 00	52 40	19 50	32	250 00	2,025.69
Wakulla...	915 00	150 00	30 00	.....	18	400 00	883.00
Walton....	1,038 30	61 00	10 00	.....	7	.....	23,563.41
Washingt'n	589 50	100 00	40 00	.....	26	1,650 00	27,254.82
Total..	\$97,115 03	\$8,020 55	\$2,261 18	\$1,296 07	961	\$132,729 50	552,346.03

\*Not surveyed.

NOTE.—The foregoing tables are compiled from the annual reports of County Superintendents.

## SCHOOL PROPERTY.

It will be observed by reference to the preceding page that the total amount of school property in the State has increased nearly \$16,000 since the date of my former report. This additional amount of school property is not in proportion to the increased attendance and number of schools, but as before stated, the patrons of the schools in most of the counties furnish the school buildings.

## SCHOOL LANDS.

In Table No. 9 will be found a statement of the number of acres of unsold school lands in the several counties. It will be seen, on referring to the corresponding table in my former report, that 4,310.12 acres have been disposed of during the past two years. The figures for Monroe and Dade counties could not be obtained, and are therefore not included in the aggregate given.

## THE COMMON SCHOOL FUND.

The amounts received by the several counties from the apportionment of the interest on the common school fund, are given in Table No. 8.

This apportionment was made on the basis of the census of 1876, and gave, as will be seen, nineteen cents and five mills, per annum, for each youth between the ages of four and twenty-one.

The next apportionment will be made, as the law directs, some time between the first of January and the first of May, and on the basis of the census of 1880, which has just been taken.

The bonded principal of this fund on December 31, 1878, was \$243,900. The accessions to the fund since that date, in proceeds of lands sold, fines, etc., amount to three thousand dollars, making the aggregate at this time \$246,900.

## PEABODY FUND.

For the past two years but little aid has been given to the schools of our State from the Peabody Fund. As will be seen below, this has been partly due to the fact that most of the fund is now being applied to normal schools and teachers' institutes, and partly because the trustees of the fund think our public schools on such a basis as not to need their further assistance. The general agent, the late Dr. Sears, in a letter addressed to this Department, under date of December 2, 1878, says: "You will see from our last report that we purpose hereafter to encourage normal schools, and gradually drop the public schools." The language of the report referred to is as fol-

lows: "Of the two grand objects, which this Board has from the beginning had in view, namely, the promotion of common school education, and the professional training of teachers, the former or primary one, has been so far attained that it may, in great part, be safely left in the hands of the people, and our chief attention henceforth be given to the latter."

The withdrawal of this fund then, from the schools of our State, does not argue a want of confidence in the management of our system, but is rather an evidence of our growth and advancement.

A considerable amount has been allowed us from this fund in the way of scholarships in the Normal Department of Nashville University in order that we may have trained teachers for our common schools. Provision was first made for these scholarships in 1877. Three places were then offered to Florida, but as the time of notice was short, only two parties availed themselves of the opportunity. These two remained the time allowed, two years, and in 1879 three new scholarships were granted. In consideration however that there were at this time twenty-two applicants, the number was afterwards increased to eight. During the present year there has been one resignation and three additional places offered, which gives now to Florida ten scholarships in this institution, of two hundred dollars each per annum.

Of the first two pupils sent from this State to Nashville, one on graduating was awarded the highest honors of the school, the other is now principal of a graded school, and is doing good work. Of the eight sent in 1879, five received honorable mention as members of the junior class, and on one was conferred the highest prize offered to her class.

Though all aid had virtually been withdrawn from our schools, upon a special appeal being made by the Superintendent in behalf of the Lincoln Academy, at Tallahassee, and the Union Academy, at Gainesville, an appropriation of three hundred dollars to each of these schools was made. It was urged, that as the colored population of the State was cut off from all benefit from the fund by applying it to the scholarships at Nashville, which are for white pupils only, and as it was the purpose of this department to make of the two schools named, normal schools for the training of colored teachers, until better provision could be made, it would be but just to make a departure in their favor; and in consideration of these facts the amount stated was allowed.

In addition to the sums appropriated to the two academies and the support of the scholarships, the amount of four hundred dollars has been given under the head of State Agency. This has been expended to assist in defraying the traveling ex-

penses of the Superintendent and in paying for clerical service in the office.

#### REVENUE.

The necessity for having a sufficiency of funds with which to operate our public schools has long been felt, and is one of the first questions that should claim the attention of the legislator. I have in another place referred to the vital importance of this, and directed attention to the fact that it not only concerns the public schools, but affects our entire educational interests. In returning to this subject, however, it is not my purpose so much to reiterate what I have before said, as to make certain suggestions which, if carried out, will increase our revenue, and thereby tend to the improvement of the schools.

I recommend that the county school tax of five mills, the maximum rate allowed previous to the limitation imposed by the act of 1879, be restored. As to how much of this amount may be required, is a matter which may safely be left to the discretion of the several County Boards of Public Instruction, the members of which are the representatives of the people. In this way, the principle of local self-government will be allowed to control in this, as in other departments of State.

There was never any real demand for the reduction to two and a-half mills; for the people have never complained, nor will they, of having to pay the school tax, when they feel that the funds are judiciously applied.

I also recommend that the poll tax authorized by the Constitution be applied to the maintenance of the schools, and to insure its collection, would suggest that every elector be required to exhibit a certificate of its payment before exercising the right of franchise. This requires a constitutional amendment, and consequently necessitates delay.

I would further call attention to the propriety of requiring parties carrying concealed weapons to pay a license tax, and that the moneys arising from the same be made a part of the school fund. The practice, I admit, is one that should be suppressed altogether; but, as there are parties who will persist in following it, and the existing laws upon the subject have proved ineffectual, it would be well to take some such action as suggested.

The laws against this offense are not enforced, because it is made the special duty of no one to report those who violate them. Under the plan proposed, it would be made the duty of the Collector of Revenue to see that the law was complied with.

#### UNIFORMITY IN SCHOOL TEXT-BOOKS.

As stated in my last report, this question was disposed of for



the four years just closed, by getting an expression from the school officers and teachers of the several counties, as to whether they preferred a uniform series for the whole State, or whether each Board of Public Instruction should select a series for its own county. A majority having decided in favor of county adoptions, the Board of Education determined to abide by the result, and issued instructions directing the authorities of each county to make a selection, and proceed to have the books introduced into the schools. The plan was open to grave objections, but in view of the fact that there was no law upon the subject it was the best that could be done. We were satisfied at the time that a uniform series should prevail throughout the State, and four years' experience has served to strengthen the conviction. When the question is left to county boards, or, as it has been in some instances, to the choice of the local superintendents, it gives too great opportunity to pressing publishers and agents. At the end of the first two years, under the present administration, many of the superintendents in office retired, and other appointments were made. The result was, that in some of the counties the newly installed superintendent went immediately to work and selected an entirely different series, thus imposing a heavy and altogether unnecessary expense upon the parents and guardians. Another objection to leaving the control of this matter to the county authorities, is that proper measures are not taken to enforce the use of the books adopted. For, as a matter of course, when teachers are not required to use the books authorized, the advantages of uniformity are lost. I would recommend that a law be passed vesting the Board of Education, or some commission appointed for the purpose, with power to select a series, the adoption of which shall be enforced in all the schools of the State, and requiring that no change shall be made in less than five years, and at the end of that time only to the extent of substituting revised editions.

#### LIMITING TO COMMON SCHOOL BRANCHES.

In my last report I recommended the limiting of instruction in schools operated at the public expense to the common school branches, and this is of such importance that I again refer to it. By this restriction several most desirable ends would be attained. We would be able to give more attention to the common schools, could operate them for a longer term, and provide for them a class of better qualified teachers. The elementary branches, now so much neglected, would be better and more thoroughly taught. Besides this, the possibility of concentrating the funds in the towns and populous localities, which has found an apology in a pretext for establishing high schools, a

misapplication of the funds, which has been frequently complained of, would be prevented.

I would, however, suggest that special charters be granted to the cities, under which, by a majority vote of the citizens, a tax could be imposed for the support of the high schools.

I do not think that the measure proposed, of limiting the public schools to the elementary branches would result in injury to the upper schools, as has been feared by some; and, as embodying my views upon the subject, I repeat the language of my former report: "The change suggested of using the funds in aid of the common schools, leaving the high schools to private enterprise, will not have the effect, as at first view may be supposed, of closing or weakening those of the latter class; but will, on the contrary, as I believe, strengthen and encourage them. The small salaries which we are compelled to offer on account of our limited means are forcing from the profession much of the best talent, but the plan of limiting to elementary branches schools operated at the public expense will enable the competent and enterprising teacher to increase his compensation, and by this means will retain in the schools those possessed of the best qualifications, and contribute to build up a greater number and a better class of high schools."

Our means are so limited and our small population so greatly diffused, being scattered over an area of fifty-nine thousand square miles, that if we undertake to operate the primary and upper schools our efforts with regard to both must result in failure. Besides, while it is the duty of the State to furnish educational facilities for all sufficient to enable them to exercise the right of suffrage intelligently, there State obligation ends and individual responsibility begins. I would then again earnestly repeat my recommendation of limiting to the common school branches, to-wit: Orthography, Reading, Writing, Arithmetic, Geography and English Grammar.

In my first canvass of the State, I was impressed with the importance of a change in the law embodying the above recommendation, and in the second canvass I presented to the people my views upon this subject, and so far as I could judge they met with almost universal endorsement.

#### DIFFUSION OF THE FUNDS.

To one who has never given any thought to the subject, it will be interesting to note the difficulties in the way of successfully operating the public schools in Florida.

In the first place, our State, in many localities, is sparsely populated, rendering it necessary to establish a much larger number of schools than otherwise would be required. For instance, in the county of Brevard, in 1878, there were one hundred and

sixty youth of school age. Could this number have been properly grouped, four schools, with a teacher for each, would have been sufficient. In consequence, however, of the sparseness of population, twelve was the number the Board of Public Instruction was forced to establish.

A second difficulty to be noted is the dual character of our population. It is not desirable that white and colored children should be placed together in the same school, nor, indeed, would it be practicable to do this. As a consequence, therefore, in those counties where the inhabitants are in such number as to collect readily many children at one point, we have to provide separate schools for the two races. Thus it will be seen that we are compelled to operate about twice the number, and at a much greater cost, than would be required for the same population in the more densely-settled States.

This condition of things renders it necessary for the funds to be greatly diffused, or the end for which the system was designed could not be met. There is, however, a tendency to this practice not authorized by the legitimate demands mentioned; and it is to this that I desire to direct attention. A leading citizen becomes dissatisfied with the teacher of the neighborhood, or fails in having just the one he desires appointed, and thereupon endeavors to have a school established over which he can have entire control, and that will be most convenient to him; and he succeeds in having the Board of Public Instruction do as he wishes. In another case, an aspirant for the teachership of a particular school fails to get the recommendation of the trustees, and because she is in indigent circumstances her friends take steps to have a school organized for her especial benefit. In this way a multiplicity of schools are put in operation, and the funds so greatly divided that the services of first-class instructors cannot be obtained. From the large number of schools and the small amount of revenue in some of the counties, I know that such is at present the condition of things, notwithstanding my positive instructions to the contrary; and unless this practice is discontinued and the schools located so as to accommodate the greatest number, and the teachers selected for their qualifications, they can never attain to a standard of excellence. The means of checking the evil is with the County Boards of Public Instruction. They can adopt such regulations as will set at rest all petitions not justified by the actual needs of a neighborhood. It becomes, then, a matter of great importance that men be appointed on these boards who have the firmness to resist any unreasonable demand for additional schools to be established.

A law regulating the number of pupils a school shall have in attendance in order to entitle it to recognition, could not be so

framed as to apply with equal justice to all sections. This is a matter that must be left to the discretion of the county boards, the members of which are supposed to be familiar with the wants of their respective counties. It might be well, however, to require that their regulations be approved by the State Superintendent or Board of Education.

#### SUPERINTENDENCE.

The opinion entertained by many in regard to school superintendence is that it is useless and only involves an unnecessary expense. That this is a mistaken view has been proven wherever its abolition has been tried. Experience teaches that the schools decline at once in vigor and efficacy in the absence of responsible supervision.

In our own State such little importance is attached to the office of County Superintendent of Schools that parties have sometimes been selected without any reference to their fitness for the position. The consequence is that our schools have not, in all cases, been brought up to the standard they might have attained had more care been exercised in this particular.

I believe that not only should men favorable to our school interests hold these positions, but none except those who have had practical experience as teachers should be selected for them. If a Superintendent visits a school, he should be able to know whether or not the teacher is properly performing his duty. If he has not this knowledge and attempts to instruct, his suggestions may be of no avail or result in injury. The inefficient teacher he is unable to direct in his work, while he may so misdirect the proficient instructor as to destroy the good he is doing. In no State where the public school system is fully understood and appreciated, is school supervision entrusted to those who are not thoroughly educated and familiar with school-room work. The reasons for this are obvious. In the first place, officers taken from the ranks of the profession are better prepared to advance this interest by correcting defects and making suggestions than those without experience. None will admit that the blacksmith is the proper person to perform an operation requiring the scientific skill of a surgeon, and it is just as unreasonable to suppose one who has never given any thought to the subject is capable of performing the duties of a School Superintendent. It is true that we have in this State some able men as County Superintendents who have never been engaged in teaching, and yet who make good and efficient officers; but, while this is the case, they would be more efficient could they have had the experience in the school-room. A second reason is, that it is but justice to the profession that the hard-working teacher should enjoy the emoluments and honors



which this office may confer. It would be an encouragement for the teacher to know that efficiency in his work might ultimately lead to a higher position.

A more rigid supervision is very greatly needed in our State. I have referred in another place to the diffusion of the funds and the consequences resulting from this practice. As there stated, the abatement of this evil is in the power of the county boards, but it should be borne in mind that as an auxiliary to these a strict superintendence is indispensable. I would therefore recommend that such action be taken as will carry out the suggestions above.

#### TEACHERS' INSTITUTES.

During the past two years I have made some effort to have teachers' institutes established in most of the leading counties. This was something that had never before been attempted, and few were to be found in any of the counties who understood their management. The efforts made, however, were more successful in results than I had anticipated. In some instances the institutes were attended not only by the school officers and teachers, but by many of the leading citizens.

What has been done in this direction up to the present time has been limited to certain localities, but an interest in these meetings has been awakened, and we may hope to see them result in great good to the cause of education.

#### NORMAL SCHOOL.

In referring to this subject, I cannot better impress upon the General Assembly the necessity of steps being taken to establish an institution of this character in our State, than by quoting the following from my last report: "That a want of efficient teachers is one most deeply felt in our State, is well known to every one who has ever in any way been connected with the management of our public schools. We have sufficient talent among us if cultivated and developed, to fill our schools with a most excellent class of teachers, yet from every county come expressions of regret that we have so few who are fully qualified to perform the duties of the school room. For, while it is true there has been some improvement in this respect during the last two years, it is nevertheless a lamentable fact that many are still employed who are sadly wanting in competency. As a means of correcting this evil, I know of nothing which would be more effectual, or which would result in more advantage to the Commonwealth, than the establishment of a school for the instruction and training of those who expect to make teaching a profession. An institution of this character, with a department devoted to the instruction of those who are defi-



cient in a knowledge of the branches to be taught, and another to the training of such as have this knowledge, in the methods and practice of teaching, and in the management of schools, would soon give to the State well qualified and accomplished teachers, and at the same time stimulate effort and application on the part of others now engaged in this work."

As to what is practicable in this direction, without adding to the burdens of the tax-payer, I would call attention to the fact that we have an annual income from the Agricultural College and Seminary Funds, amounting to over twelve thousand dollars, and that this, together with the amount now received from the Peabody Fund, and which we may safely say will be continued, would give us an income of about fifteen thousand dollars a year. With this fund a normal college could be established that would be an honor to the State, and that would enable us in a short time to supply our common schools with a superior class of teachers. And to the end that all parts of the State may be benefited, I would recommend that such a number of scholarships be endowed as will give to each county a representation. The funds from the sources above mentioned, and the tuition charged for pupils not beneficiaries, would enable us to do this, in addition to the expense of maintaining a corps of professors.

Thus by making the funds, now at our command, available an institution on the above plan can be established, and the State will no longer be compelled to send her teachers abroad to have them educated, but will be enabled to withdraw her students from the Normal Department in Nashville University, and apply the annual allowance of the Peabody Fund to the training of our teachers at home.

#### SEMINARIES.

It is made the duty of the Superintendent of Public Instruction to make to the Governor, at each regular session of the Legislature, a report of the doings of the two State Seminaries, and in accordance with this requirement of the law I submit the following:

Of the four townships of land of 85,714 acres donated by Congress for the establishment of these institutions, 48,079 acres have been sold, giving a fund of \$99,615.93, leaving unsold 37,635 acres. As to the investment of this fund and the income derived from the same, I would refer to the Treasurer's statement in the appendix to this report.

In my last report I referred to the management of the Seminaries, calling attention to the purpose for which they were established, as set forth in the following clause of the organic act creating them: "That two Seminaries of learning be estab-

lished, one upon the east and the other upon the west side of the Suwannee River, the *first purpose* of which shall be the instruction of persons, both male and female, in the art of teaching all the various branches that pertain to a good common school education; and next to give instruction in the mechanic arts, in husbandry and agricultural chemistry, in the fundamental laws, and in what regards the rights and duties of citizens."

In commenting upon this paragraph as bearing upon the management of the Seminaries I used this language: "As to whether or not the purpose of the general Government has been carried out, and the law of the State complied with, I do not think there can be any question. It was not the design, as appears from the act quoted, to give instruction in the branches usually taught in primary schools or colleges. The leading purpose is distinctly stated to be training in the art of teaching, yet this has not been done, and no effort seems to have ever been made to establish a normal department in either school. Besides this, the proceeds of the fund, which is the property of the whole State, and which is more than one-third as large as the entire common school fund, are controlled by local boards who are held to no accountability, and are expended for local benefit. According to the law, each county is entitled to send pupils in the ratio to which it is allowed representatives to the Legislature, free of all charge, yet we find from the accompanying reports that for the present term there are no pupils in attendance in the West Florida Seminary outside of the county in which it is located, and in the East Florida Seminary only ten from five other counties. And thus the fund has been applied for a number of years, with the benefit scarcely felt by any portions of the State except Tallahassee and Gainesville and their vicinities. Failing to receive pupils from all portions of the State as provided for in the law, the Boards of Trustees who manage these institutions have converted them into ordinary high schools, and opened them to all who could conveniently attend. There are two reasons why pupils have not been received from different parts of the State. First, these institutions are not sufficiently endowed, and do not offer such advantages as will induce those living at a distance to pay the cost of board in order to allow their children an opportunity of attending them; and secondly, even if they were thus endowed the people of our State are too poor, as stated in the report from the East Florida Seminary, to avail themselves of the privilege."

At the time the foregoing remarks were written, the statements contained therein were true. Since that date, however, as will be seen from the reports of these schools, given in the

appendix, some efforts have been made in one of these institutions to carry out the design of the law. The trustees of the East Florida Seminary have gone earnestly to work in establishing a normal department, and their achievements in this direction are praiseworthy. They have demonstrated that there is a demand for a normal school in our State, and an appreciation of its importance. But their means have been too limited for the benefits of their efforts to be much felt by the people at large. Our State needs an institution of such proportions and on such a basis that all sections could enjoy its advantages. In my remarks elsewhere upon the normal school and agricultural college I have set forth my views as to the practicability of establishing a school of this character. The success of the Trustees of the East Florida Seminary does not furnish an argument against the plan proposed of combining the Agricultural College and Seminary Funds, but is rather an evidence that said plan should be adopted. The endowment of scholarships cannot be effected under the present arrangement. Either of the funds alone is not sufficient to enable us to do this, but if they are combined and devoted to the support of one institution, the task will become easy.

The plan embodied in the joint resolution of 1877 was to merge the Agricultural College and Seminary Funds into the Common School Fund. As was understood at the time of the passage of the resolution, this was suggested for several reasons: First, that the claim of any one locality to the institution might be canceled; secondly, that a portion of the Common School Fund might be used, should these funds not be sufficient for the purpose in view, and, thirdly, that if it were found that the normal school could not be put in operation at once, the interest of those funds might be apportioned as that of the Common School Fund, and thus give all sections and both races equal and immediate advantage. Since Congress, however, has taken no action on this resolution, the Legislature is not committed to this plan, and if it is thought advisable to make a direct combination and put the institution into immediate operation it can be done by a two-thirds vote of the Legislature.

In order to comply with the conditions of the Congressional Act of 1862, providing for industrial education, and for the reason that an agricultural chemist would be of great practical advantage in our State, I would suggest that a Chair of Agricultural Chemistry be endowed from these funds and attached to the normal school. The productions of Florida are more varied than those of any other State.

The duties devolving upon this scientist would be to analyze the different soils, designating the properties possessed and those wanting for the production of particular crops, to ap-

prove or condemn all fertilizers offered for sale in the State, etc. And just now the causes producing the bitter waters of the Gulf which have been so destructive to the fish, would be a profitable subject for his investigation.

#### AGRICULTURAL COLLEGE.

Nothing has been done by the new Board of Corporators since assuming control of this fund, and the property belonging thereto, later than the proceedings given in my last biennial report. The cause of their inaction, it may be stated, is found in the fact that they have waited for some disposition to be made by Congress of the Joint Resolution passed by the Legislature at the session of 1877.

As will be seen in the report from this Department for 1879, my views are decidedly opposed to any effort being made to establish an agricultural college in the usual sense of the term. I think there are good reasons why the attempt should not be made; and as embodying these, together with my recommendations as to what would be a more judicious application of the Fund, I will quote from my remarks upon this subject in the report referred to: "Any amount of testimony from the most distinguished educators could be presented to prove that but few students have been induced to attend these institutions, either in this country or in Europe, and but a small per cent. of these have devoted themselves to agricultural pursuits. The general verdict in regard to them is that their benefit to agriculture is not commensurate with the large sums of money expended upon them. President McCosh, of Princeton College, says: 'I could show that in no country in the world has agriculture been much benefited from mere agricultural schools.'

"When we take into consideration, therefore, our limited fund, the principal of which is but little more than the annual interest on the endowments in some of the States, it seems unreasonable to entertain the idea of operating with it an agricultural college.

"The application of the fund to the establishment of a normal school by combining it with the Seminary Fund \* \* \* would unquestionably result in more advantage to the State. \* \* \* In this way the people in all parts of the State would receive from both these funds the benefits to which they are entitled, and at the same time the great want of trained teachers for the common schools would be met."

I take the position that the fund is an absolute donation to the State, and that it is the right of the Legislature to make any disposition of it for educational purposes, that will be to the public advantage. The Joint Resolution was an act of courtesy which was perhaps due the General Government, but



since there has not been sufficient interest evinced to direct the application of the fund, there can be no impropriety in using it as we deem best.

By a combination of the Agricultural College and Seminary Funds, with the additional aid we would receive from the Peabody Fund, there would be an ample amount to operate the normal school referred to, and to endow a certain number of scholarships for both white and colored teachers, in separate departments, by which all parts of the State, and both races, could be benefited.

In the event, however, this does not meet approval, I would suggest that both these funds be merged in the Common School Fund and the interest apportioned annually to all the counties; a plan that would allow every member of our school population to share in their benefits, and give no cause of complaint that one section had an undue advantage over another.

But if this plan also fails to find endorsement, I would then recommend, as in my former report, that the interest on both the Agricultural and Seminary Funds be held and invested until they are sufficiently large to enable us to establish a State University with a Normal Department and a Chair of Agricultural Chemistry attached, and in this way carry out the purposes for which the donations were made.

#### RECOMMENDATIONS.

The recommendations embraced in the foregoing may be briefly stated as follows:

1st. That the rate of county school tax be restored to five mills, the amount assessed previous to 1879.

2nd. The limiting of instruction in schools operated at the public expense to the common school branches.

3rd. The granting of special charters to cities under which a tax may be imposed for the support of high schools.

4th. As a means of increasing school revenue (1), the application of the *per capita* tax to school purposes, and the making its payment a prerequisite to the right of suffrage, (2) the requirement of a license tax from persons carrying concealed weapons.

5th. That the County Superintendents be required to take the school census instead of the Assessors, as is now the case, and that the law be made more definite as to the fund from which the compensation for this work shall be paid.

6th. That only those who have had actual experience in teaching be eligible to the office of County Superintendent of Schools.

7th. That County Boards of Public Instruction be constituted in such manner as to represent both political parties, and, in those counties where the colored element is large, both races:



Provided always, that a majority of such board be in harmony with the administration.

The reasons for these recommendations are given in detail under the respective heads to which they belong, and to them I would refer for further consideration.

As an additional item, not mentioned in the foregoing, I would recommend, as suggested in my report of two years ago, that County Treasurers and Sheriffs be required to make quarterly reports to the President of the Board of Education of fines and forfeitures collected in the several counties. During the past year, in the interest of the Common School Fund, to which fines and forfeitures belong, I made an effort to get reports of the amounts collected for 1869 to this date, but as there was no law requiring such reports to be made, the information from many of the counties was very unsatisfactory.

Two of the changes suggested in the foregoing will require that the Constitution be amended in order to carry them out. The changes referred to are: (1) The payment of the *per capita* tax being made a qualification for electors. (2) The granting of special charters to cities in the interest of high schools.

The application of the poll tax collected to school purposes can be directed by the Legislature, under the Constitution as it now stands, if the amount is not to exceed \$1, the present rate. Should it be thought advisable, however, to increase the levy, the Constitution will have to be amended.

I would, in this connection, call attention to Section 7 of Article XIV. of the Constitution, providing for educational qualifications for electors after the year one thousand, eight hundred and eighty. If this claim is mandatory, some action is required by the General Assembly now soon to convene; if merely directory, it nevertheless deserves consideration.

#### SPECIAL REPORTS FROM THE COUNTIES.

Special reports from several of the County Superintendents will be found in the appendix. It will be noticed that the sentiment expressed in most of them is strongly in favor of the county school tax being restored to the original five mills, in order that we may have a larger revenue with which to operate the schools.

The suggestion of the Superintendent for Santa Rosa county, that the Legislature memorialize Congress for additional donations of land for educational purposes, urging as a reason that the proceeds arising from previous donations to this State have been much less than those to the other States, in consequence of the low price at which our land has been sold, is a good one, and deserves consideration.

Notice is also directed to the suggestions in the reports from

Leon and Gadsden, that County Superintendents be required to furnish quarterly reports to the County Auditors of all warrants issued and destroyed by the school boards, and that Collectors of Revenue be authorized to report in the same manner the amount of school tax received and paid over.

The propriety of making the duty of selecting teachers to rest entirely with the Boards of Public Instruction is mentioned by the Superintendent of Wakulla county. In my former report I called attention to the importance of action being taken in regard to this matter, and I here repeat the recommendation made at that time.

Under the head of "Recommendations," it will be seen that I have referred to the propriety of making the County Superintendents the enumerators of the school census. A recommendation to this effect is also made by the Superintendent of Jackson county.

I would here state that no county officer connected with the Department has failed, during the last four years, to forward to this office his regular reports and itemized estimates, or to furnish any other information the law requires. Much unnecessary correspondence has been required to effect this in some instances, but I congratulate myself on my success in this particular, on comparing the fullness of the returns during the present administration with those I found on file when I entered the office.

#### CONCLUSION.

In conclusion, I would again refer to the progress we have made in the past, and to the cheering indications for the future. During the four years just closed we have built twenty-five per cent. more school-houses, operated fifty per cent. more schools, greatly increased the enrollment of the school population, and given a longer average term, with more efficient teachers, than had previously been provided. Large amounts of outstanding indebtedness in many of the counties have also been canceled, relieving the Boards of Public Instruction from the embarrassment of conducting school operations on depreciated paper. In addition to this the unfriendly feeling against the public schools has, in a great measure, given way to a strong, healthy sentiment in their favor, a fact that should never be lost sight of in connection with the growth and development of our system.

There is much, however, still to be accomplished—many difficulties to be overcome, and the work will require the exercise of great patience, as well as the most energetic effort, yet with true devotion and zeal on the part of the friends of education we may safely hope to compass it.

To this end the Legislature of our State can largely contribute. Indeed, without their favorable action thorough organization and efficient management can be successful to only a limited extent. It is, therefore, most important that every member of the General Assembly give to this subject the most careful consideration, viewing it in the liberal and progressive spirit which the circumstances of our time demand. If this is done much will have been accomplished, and we may look forward to better results in the future.

W. P. HAISLEY,

*Superintendent of Public Instruction.*

## APPENDIX.

## BOARD OF EDUCATION.

W. P. HAISLEY, Superintendent Public Instruction, Tallahassee Florida.

F. W. A. Rankin, Secretary of State, Tallahassee, Florida.

Geo. P. Raney, Attorney-General, Tallahassee, Florida.

H. N. Felkel, Secretary, Tallahassee, Florida.

*List of County Superintendents of Schools, with County and Post-Office Addresses of Each.*

Counties.	Names of Superintendents.	Post-Office Addresses.
Alachua.....	O. A. Myers.	Gainesville.
Baker.....	A. J. W. Cobb.	Sanderson.
Bradford.....	C. E. Harrison.	Starke.
Brevard.....	W. S. Norwood.	Titusville.
Calhoun.....	A. J. Wood, Jr.	Blount's Town.
Clay.....	M. F. Gelger.	Middleburg.
Columbia.....	J. Potsdamer	Lake City
Dade.....		
Duval.....	A. J. Russell.	Jacksonville.
Escambia.....	W. B. Dennis.	Powelson.
Franklin.....	A. M. Harris.	Apalachicola.
Gadsden.....	C. E. L. Allison.	Quincy.
Hamilton.....	J. H. Roberts.	Jasper.
Hernando.....	S. Stringer.	Brooksville.
Hillsborough.....	H. L. Crane.	Tampa.
Holmes.....	Whitmill Curry.	Cerro Gordo
Jackson.....	S. J. Erwin.	Campbellton.
Jefferson.....	J. B. Christie, Jr.	Monticello.
Lafayette.....	J. C. Ramsey.	New Troy.
Leon.....	H. N. Felkel.	Tallahassee.
Levy.....	Jos. F. Shands.	Bronson.
Liberty.....	T. H. Jackson.	Rock Bluff.
Madison.....	E. S. Tyner.	Madison.
Manatee.....	F. J. Seward.	Pine Level.
Marion.....	H. C. Martin.	Fort McCoy.
Monroe.....	J. V. Harris.	Key West.
Nassau.....	W. A. Mahoney.	Callahan.
Orange.....	J. T. Beeks.	Lake Irma.
Folk.....	W. T. Carpenter.	Bartow.
Putnam.....	E. S. Crill.	Palatka.
Santa Rosa.....	G. G. McWhorter.	Milton.
Sumter.....	H. H. Duncan.	Yalaha.
St. Johns.....	Chas. F. Perpall.	St. Augustine.
Suwannee.....	J. O. C. Jones.	Live Oak.
Taylor.....	Emory Vann.	Perry.
Volusia.....	A. Crenshaw.	Orange City.
Wakulla.....	J. L. Crawford.	Crawfordville.
Walton.....	J. W. Campbell.	Ucheeanna.
Washington.....	D. H. Horn.	Orange Hill.

## SPECIAL REPORTS OF SUPERINTENDENTS OF SCHOOLS.

## ALACHUA COUNTY.

GAINESVILLE, Dec. 15, 1880.

HON. W. P. HAISLEY, *State Superintendent Public Instruction, Tallahassee, Florida:*

SIR—It affords me pleasure to comply with your request to make a short general report of school operations for the past scholastic year in Alachua county.

For a population of 20,000 inhabitants, scattered over a county sixty-five miles long, and nearly of the same breadth, many schools are required. Nearly four years ago there were thirty-seven free schools put in operation, and each year since the number has been increased. At the meeting of the County Board of Public Instruction in September last, sixty-one schools were provided for. The Board considered it less harmful to increase the number of schools loudly demanded by the people, notwithstanding it forced them to reduce every school to a term of only three months, than to decrease the number of schools and lengthen the term to five months, after the reduction of the tax rate to two and a half mills. The method of the Board has been to approximate an appropriation of \$1 per scholar per month, taking the reports of average attendance during the preceding term as the basis of calculation. By this method the gross appropriation has been a little less than the gross income, which has enabled the Board to cancel and destroy the outstanding school warrants issued prior to the 17th of January, 1877, amounting to about \$4,600, except to the amount of \$688. For most of the time the warrants of the present Board have been rated by buyers at .80 and .95 on the dollar. The school warrants would be brought very nearly to par by a return to the five mill tax, and the term also could be lengthened by such and other liberal provision of means. The people have never complained, and will never murmur, because of the levy of a liberal school tax which is disbursed judiciously and directly for their personal benefit.

As to the broadcast, beneficial results of the free common school system I can only deliver the deliberate judgment that it is the only one adapted to the education of our people. Doubtless, the details of the system require modification and the machinery simplification, but the main thing, at last, which will make it an inestimable benefaction to our whole population is the provision of ample school revenue to command the services of the best instructors, and to lengthen the school term



to ten months, wherever the youth, in sufficient numbers, are in a situation to attend school for so long a time.

Very respectfully, your obedient servant,

O. A. MYERS,  
*Superintendent Alachua County.*

## DUVAL COUNTY.

OFFICE BOARD OF PUBLIC INSTRUCTION, }  
JACKSONVILLE, FLA., Dec. 9, 1880. }

HON. W. P. HAISLEY,

*State Superintendent Public Instruction :*

DEAR SIR—I beg leave to submit the following as a very brief review of the condition, mode of operation and the number of schools in the county of Duval :

The number of schools has varied from forty-five to fifty, the latter number being that of the schools now in successful operation. The course of study is so classified and graded that whether in a mixed school, (that is all students in one room) as is the case in the country neighborhoods, or in the graded city schools, there is required eight years to complete the course, thus a child entering at the age of six years will, if constant and regular in attendance, complete the course at the age of fourteen years. This course completes them in Arithmetic, takes them through the English language, through United States History and the outlines of General History, through modern Geography, physical and political, reading, writing and spelling. Thus a primary education is obtained, avoiding that cramming and consequent over work so much inveighed against by eminent educators and medical men. The mode adopted for teaching partakes largely of synoptical, involving the necessity on the part of the pupil to write out upon the black-board, or elsewhere, in his or her own language, such knowledge as they may have obtained of the study in hand, thus subjecting their thoughts as well as expression to the review, criticism and correction of the teacher, and at the same time developing the real attainments of the pupil, with however much of error may have found its way into the mind with the truth; also fixing the lesson permanently upon the mind, while an excellent opportunity is afforded to teach the rules and practice of composition. Pupils thus completing the primary course, if upon a written examination attain to a certain per centage in correct answers to the questions propounded and subjects submitted, are graded, if desired, into the County High School, in which, during a three year course, they are taught Algebra,

Geometry, Civil Government, Natural Philosophy, Physiology elementary, Chemistry, English Literature, General History, Word Analysis, Latin Grammar, Cæsar and Cicero. All along with which is conducted a close review of the primary studies, and graduating at the age of seventeen, qualified to commence the learning of any of the usual vocations of business life. In this High School the pupils are given an insight into the art of teaching, and several of the graduates are now among the most successful teachers in the employ of the Board in primary schools.

The qualification and efficiency of the teacher has been steadily advanced during the last four years, and especially has this been the case during the last two years. No applicant for work as a teacher is employed except he or she is first submitted to a full examination upon such branches as are prescribed in the school laws, both written and oral, with such variations in advance of those as the Board in its discretion may think the circumstances may warrant. As a result of this many inefficient teachers, whom the present Board found in charge of the schools, have been dismissed, and there are now as fine a corps of teachers, both white and colored, employed as can be found anywhere.

In regard to a change in the school law, I am of opinion that none can be made to largely benefit the public school system in this State. Any attempt on the part of the Legislature to make general laws for its regulation in all counties and parts of the State is simply absurd. The only practical plan is to fix the maximum amount of county tax at a liberal figure, and leave the amount assessed to the respective County Boards, who should be selected with regard to sound judgment, discretion and, more especially, their ideas of progress as contrasted with the prejudices heretofore existing in the South against what they, the people, were wont sneeringly to call the *free schools*.

With this mode of county management each county would be able to meet and provide for its necessities as their progress or advancement might demand.

The suggestion, made by some, to restrict by law the course in the public schools to the mere elementary branches in the old time parlance to the three Rs goes so nearly back to the old semi-heathen days of Rome, when the Plebian was restrained and the Patrician advanced, that I cannot contemplate it without disgust and displeasure. Again, the rich and large property holders are taxed to educate the poor and it would seem but simple equity that while this matter of education was going on at the public expense, they who bear the burthens mostly would have the opportunity of an advanced education without the additional expense of a Private School, especially so

when at the same time it affords a like opportunity for the children of the poor who would never have the opportunity but for so munificent a plan.

The argument advanced by some that the existence of schools of a higher grade excludes private enterprise, and prevents the incoming of men and women into our State because they would find private schools sufficiently remunerative, is so completely selfish as to fall far beneath the dignity of meriting a reply. So interwoven with the affections and admiration of the people, and so absolutely necessary to them that the Party or Administration who fails to foster the Public Schools, much more to curtail or lessen them, will meet with a fate equivalent to extinction, and justly so.

Respectfully,

A. J. RUSSELL,  
County Sup't Public Schools, Duval county.

### ESCAMBIA COUNTY.

PENSACOLA, September 30, 1880.

HON. W. P. HAISLEY, *Superintendent of Public Instruction, Tallahassee, Fla.:*

DEAR SIR: Thirty schools have been in operation in the county of Escambia during the past two years, with terms running from four to seven months. During this period there has been a marked improvement in all the schools, both as to scholarship and attendance.

The system of free public instruction is gaining in popularity, and the conviction is permeating the entire community that it is the duty of the State to provide the means for educating her children and youth.

The present school system of the State, while it may not be entirely perfect, upon the whole, we think as good as can be devised. Any legislation looking to change, we should regard with the gravest apprehension. With faithful and competent officers in each county to carry out, and efficiently work the present system, it cannot fail to be a success and prove a public blessing to all classes.

The financial condition of the Board of Public Instruction of Escambia county is of the most satisfactory character. We owe no debts, and have a neat balance on hand. Every teachers' warrant is paid; every claim is promptly met, and we are ready to erect school buildings in all parts of the county where they are needed.

Very respectfully,

W. B. DENNIS,  
County Sup't Schools Escambia county.

## GADSDEN COUNTY.

QUINCY, FLA., Dec. 20, 1880.

HON. W. P. HAISLEY, *State Superintendent Public Instruction, Tallahassee, Fla.*

SIR—My knowledge of public school operations in Gadsden county is confined to the year ending September 30, 1880, and subsequently, as I was commissioned County Superintendent January 17, 1879, and by that time the public schools for the scholastic year ending September 30, 1879, had terminated. Upon assuming the duties of the office I found that the Board of Public Instruction was very much depressed as to the future of the schools, by the limitation tax of two and one-half mills for county school purposes, passed by the Legislature of 1879, so much so that during the months of May and June, 1879, I canvassed the county, talking to the white people by day and the colored people by night, in the line of official duty. At the June meeting I submitted an itemized estimate for forty-three schools, an increase of thirteen over the past year, having secured a promise from nearly every single locality where I proposed a school should be established, of board, extra, for the teacher. This was deemed best, because, from ascertaining the views of the people by mingling with them, it was very apparent that they thought a great many children had not received the benefit of the school moneys in the past, for the reasons, (1), the schoolhouses were too far; (2), in many parts of the county little streams were, about half of the school term, flooded by rains, and prevented the regular attendance of the little children; (3), dissatisfaction in regard to teachers; (4), a general feeling in many localities that there had been partiality in the distribution of the school moneys. The patrons, by a large majority, were opposed to what is called the "consolidated plan," and were willing to help all they were able to do with a just and fair proportion of State and county aid.

By organizing committees, continually conferring with Trustees and urging them to the discharge of duties, carefully selecting them, permitting such community to operate its school at any time of the year it deemed best, giving it the selection of a teacher, frequently visiting the schools and talking to the children, looking to the efficiency of the teachers in the school-room and strictly requiring of them a contract; keeping a register and making out a monthly report and other exactions of the law as far as possible, by appeals for private aid and advocating the benefits of the public school system, with perfect harmony between the Board of Public Instruction and the County Superintendent. For the year ending September 30, 1880, there were in general attendance in the public schools of this



county 199 more white children, and 153 more colored children, than reported for any previous year; 4 frame and 2 log additional school houses erected and the average length of time taught was three and one-third months.

The Board of Public Instruction estimated two and one-half mills county school tax at the meeting in June, 1879, and the Board of County Commissioners ordered a levy of one and one-quarter mill. It was deemed necessary for the maintenance of the public school system, for a subsequent year, of this county, that an appeal to law should be made; which was done, and the Supreme Court of Florida ordered the Board of County Commissioners to levy the additional amount of one and one-quarter mills, in accordance with the itemized estimate of the School Board, and there the matter ended; for the additional one and one-quarter mill tax, obtained by order of the Supreme Court of Florida, has not been placed on the books of the Tax Assessor or Collector of Revenue. By this default of compliance with the law, as expounded by the Supreme Court of the State, the children of this county, so far, have been deprived of the benefit of \$1,005.27½, which amount, if on the books of the Collector of Revenue for collection, it is safe to say would place school scrip at, or very near, a par value, a vitally essential consideration in the employment of teachers.

The present condition of the schools meets with general approbation, and the prospect of future success is best answered by stating the fact that out of 49 public schools located for the year ending September 30, 1881, 48 of them have been, and are, in operation, and there is reason to confidently expect that the remaining one will be operated before the scholastic year expires.

For carrying out the objects of the public school system, viz :  
 (1) Getting out to the schools the largest number of children,  
 (2) efficiency of the teachers, it seems to me that the school laws ought to be so clearly defined that there cannot be any misconstruction of them, and they ought to be so positive as to remove all impediments in the way of the success of the schools. No officer, *even in the remotest degree*, should be connected with the operation of the schools who is not an advocate of the public school system. It is but natural to go to friends, not enemies, for advice and aid. The Governor, with a deep sense of responsibility, should appoint the members of a County Board of Public Instruction and County Superintendent with as much care and thought as he does the members of his Cabinet, and the County Superintendent ought to have an office at the Court-house, so as to be found when wanted, and be in continual conference and consultation with Trustees, patrons and teachers, and should learn to be as familiar with the social complexion



of every school locality in a county as though he was an intelligent member thereof. He should be required to make a quarterly report of the amount of school scrip issued and destroyed by the School Board. The County Auditor, who should keep the proper books, and Tax Collectors should be made to conform accordingly.

I have stated, in part, what I thought would be of interest to the public school system, which has grown to such a length as to preclude the mention of other points, and I thank you for the courtesies extended in the official relations we respectively occupy.

Respectfully, C. E. L. ALLISON,  
County Superintendent Schools, Gadsden Co.

## HERNANDO COUNTY.

### HERNANDO COUNTY, FLORIDA.

HON. W. P. HAISLEY, *Superintendent of Schools, Tallahassee:*

SIR—In submitting this my annual report of school operations in this county for the scholastic year ending 30th September, 1880, I beg leave to call your attention to the fact that for the past two years the public schools in this county have increased in number from thirty-three to forty-five, thus showing an increase of twelve schools in two years, making in all forty-five organized schools. Our population being scattered over so large territory as Hernando county necessitates the organization of small schools, in order that all can receive the benefits of the same. The Board has organized schools with as few as ten pupils, and require the school houses to be at least four miles apart, unless some natural impassable obstruction, such as deep streams or lakes, intervenes to prevent children reaching the school house in safety, in which case schools are organized at a nearer point to each other.

The public school system has grown in favor to a considerable extent the past few years; in fact, it is nearly or quite all the school now taught in this county.

The increase in attendance will show, to some degree, the appreciation of the advantages of the public school system. From an attendance of about three hundred and fifty children in the public schools four years ago we have come up to the number of seven hundred and fifty the past scholastic year, and with a rapid increase in attendance on schools just opened for the present scholastic year.

The expenses attending school operations in this county have been confined almost exclusively to the pay of teachers, as the Board has used every method of economy to avoid falling in

debt. The method of paying the teachers is in accordance with the daily average attendance of pupils. This method is quite satisfactory to teachers, and is very commendable for the following reasons: The teacher is thereby stimulated to keep up his school to a high average attendance. The patrons do the same, as without a certain average attendance the patrons generally have to make up an amount for the teacher under private contract. Moreover, if the children do not get the schooling, the money remains in the Treasury, and the teacher receives pay for the number of children actually taught. This method, at first, would seem to inflict hardship upon the teachers, but a little practical experience will soon show to the contrary. When there are so many schools to teach, teachers are not to be had for them all at the same time; consequently the best teachers generally procure the largest schools first and after teaching two or three of the largest and best paying schools for a term of three months each, they will then spend the summer willingly in teaching smaller schools; so, in the aggregate, they make as much money, teach more children and give more satisfaction than with any other system I have seen tried. It certainly has the commendation of keeping more children at school, through the stimulus of both teacher and patron, than any other. For the past two years we have held Teacher's Institutes, and will organize another this fall or winter. They are of infinite benefit to the teachers, and particularly to the schools, as their effect can be seen in isolated schools where few, if any, of the improved methods of teaching would otherwise reach. I think it advisable to have them in every county shortly after the commencement of the scholastic year.

We have six colored schools in the county, some of which have as many as fifty pupils, others only twelve to fifteen, with a population of only about four hundred and fifty colored citizens. The school opportunities are quite ample and, in some instances, more than embraced by this class.

The average number of days taught in each school is sixty-one, at an average cost of \$63.15 per school of three months' term.

I see no reason why the present system of school laws should not give satisfaction, if honestly and economically administered, provided the school tax be increased as the exigencies arise, and this, in my opinion, should be left to the sound discretion of an intelligent School Board, subject to the supervision of the Grand Jury of the Spring Term of Court, said jury to be organized upon a basis of educational qualification, and to retain within its body at least one-third of the number of its members for three successive terms of court.

I am of the opinion that the public schools should be left open to all grades and ages of pupils, for, to exclude the more ambitious and energetic student because he has passed a certain curriculum, would be to dwarf his ambition and to shut off the opportunity contemplated by the school law for his mental development.

The object of our school system is to grant to the lowest and most humble citizen an equal chance to occupy the highest place in life, "to stir the loftiest ambition and aspiration of which the soul is capacitated to enjoy." Therefore, to cut off from the benefits of the public school any class of students, especially on account of their advancement, would not only "crush the pupil into the depth of hopelessness, but would make him a drudge indeed to the teacher of the inspiring thought that some one or more of the pupils of his class may become good and great men."

Very respectfully submitted,

S. STRINGER,

*County Superintendent Schools.*

December 12, 1880.

#### HILLSBOROUGH COUNTY.

TAMPA, FLA., December 14, 1880.

HON. W. P. HAISLEY,

*Superintendent of Public Instruction, Tallahassee, Fla.:*

DEAR SIR: In addition to my annual report, and in compliance with your request, I present a brief statement of school operations in Hillsborough county for the year ending September 30, 1880.

The report shows that there were 38 schools taught during the year for a term of three months, with a total attendance of 1,057 pupils, the average attendance being 743.

At the commencement of the year there was \$882 indebtedness to teachers. This amount has been liquidated. Funds on hand at the end of the year \$953.66.

Three new schools were established during the year. It is evident from the number of applications for new schools that our people are becoming more interested in the cause of education. Most of the applications for the establishment of schools were at places where no public schools have been taught.

The patrons have contributed liberally to the maintenance of schools, and are much stronger in favor of public schools now than at any time since the organization of the free school system.

Private schools are taught in many parts of the county where

public schools are not in operation, are well attended, and have good and efficient teachers.

There are but few permanent school buildings over which the board has any control, and schools are often dependent and subject to the will of those owning the buildings, and are not always conveniently located. This makes a necessity for two schools sometimes, where one would be sufficient if the convenience of the whole community was looked to by the trustees.

With the embarrassments the Board has had to contend with, I think, upon the whole, our schools for the past year have been a success. A longer scholastic term would be more encouraging, and would increase public interest in favor of popular education.

All the colored schools were taught except one, that being a very small school, and I was unable to procure a teacher.

The schools, with few exceptions, have been taught by competent and efficient teachers.

In regard to changes in the school law, I will make no suggestions. The most needful at present is a more dense population and more school funds.

As you have frequently visited our county during your term of office in the interest of the public schools, you are fully conversant with our wants as well as those of the whole State.

The ensuing year will be more prosperous in school operations than the past, with a large increase of new schools.

Respectfully,

H. L. CRANE,

*Superintendent of Schools Hillsborough county.*

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## JACKSON COUNTY.

MARIANNA, FLA., December 14, 1880.

HON. W. P. HAISLEY, *Superintendent Public Instruction, Tallahassee, Fla.:*

SIR: I have the honor to make the following statement of the operations of the public schools in Jackson county for the past two years:

The statistical report will show the number of schools in operation, the number of children who have received instruction, and the number of teachers employed together with their salaries.

Since my reappointment to the office of County Superintendent, I have not been able to visit all portions of the county, but have met and conversed with prominent citizens of every section. From my own observation and the reports of the above named persons, I am fully satisfied that the progress of

education is onward. I think I can safely report a decided improvement in the progress of the pupils, and an increased interest on the part of parents. This I know to be the case in the northern portion of the county, as several neighborhoods are endeavoring to keep up the schools for a longer period than the usual term of three months. This I regard as a decided improvement. All sections are anxious for schools sometime during the year, and will avail themselves of the fund appropriated to them. The progress is not so great as it would be, had we sufficient funds to pay teachers higher salaries. The small amount appropriated to the schools is sufficient to secure teachers of only a low grade; yet both white and colored parents seem satisfied for the present, hoping that they may do better in future. We have but very few colored teachers worthy the name. These few, however, are kept constantly employed, and are doing good service. We have but one white teacher of colored schools. Would that we had more such as he. I can safely assert that this old gentleman has been of more real benefit to both colored parents and children than all the colored teachers ever employed in the county.

The future prospects of our educational system are not so flattering as could be desired; for the low salaries necessarily paid to teachers and the other school officers will not encourage us to expect the accomplishment of any very great amount of work. The Board of Public Instruction receive each \$2.00 per diem (meeting once a month) in county scrip, worth forty cents on the dollar. The Superintendent is paid \$25.00 per month in the same funds, equal to \$10.00 per month, out of which he must pay his transportation over 100 miles, at least every two months. These amounts are not sufficient to induce men to neglect their private business to serve the public. Cheap labor is seldom profitable.

I approach the subject of school laws with great diffidence, being well aware of the tendency of the age to demand changes of doubtful utility. However, as you asked for such suggestions as, in my opinion, would be beneficial to the system, I will call your attention to two subjects which I think ought to be examined into by those who legislate for the public. First, the manner of raising funds to support public schools. Would it not give satisfaction to tax payers that the poll tax be appropriated to this purpose? and if not sufficient, add a fractional part of property tax to make up the deficiency. Second, taking the school census, considerable sums have been disbursed for this purpose, and I assert, without fear of successful contradiction, that it has been done without the least practical advantages to the counties. Every Superintendent who desires to perform his duty properly must, before he begins his work,



make out a list of all the children in each school district. He may search all the census books to be found and he will not find a starting point. Much money has been spent in this county in taking this census, and I have never, until last week, seen a copy of the census, and that is worthless to a County School Board or County Superintendent. As the Superintendent has this work to do, let him be paid for it and required to forward a copy to the State Superintendent, and it will then be useful.

I speak plainly on this subject, because I know the trouble of obtaining an accurate list of children within the school age.

Respectfully,  
 SAM. J. ERWIN,  
*County Superintendent Schools, Jackson county.*

### LEON COUNTY.

TALLAHASSEE, FLA., December 28, 1880.

HON. W. P. HAISLEY, *Superintendent of Public Instruction,  
 Tallahassee, Florida:*

DEAR SIR—In addition to my statistical report for the scholastic year closing September 30, 1880, I herewith submit, in response to your request, a statement of school operations in this county for the past two years.

The reduction of the school tax by the last General Assembly has had the effect of embarrassing, to a most hurtful extent, the operation of the schools of this county. In 1878-9 we allowed our expenses to exceed the amount of revenue by about one thousand dollars. The demand upon the Board of Public Instruction for additional schools was very pressing, and, in a spirit of accommodation, they established several more than were provided in our itemized estimate, supposing they could readily cover the increased expense by the next year's assessment. In the meantime, however, the reduction came and found us with the amount named outstanding, and no means of meeting it, except by contracting operations. The schools had, for that year, already been opened, so that the only way in which we could retrench was to abridge the length of term. This we did, giving five months instead of six as provided for.

Again in 1879-80 there was a still further expenditure, over and above the amount assessed, which was made in order to provide for the pupils who were excluded from the West Florida Seminary on account of the grade for entering said school having been raised. The effect of the reduction, therefore, has been to render it impossible for us to lessen materially the balance of indebtedness, reported in my last statement, as left us

by the former administration. In addition to this the salaries of teachers has been reduced, and the school term limited to five months.

I am, however, disposed to think that if we were once clear of debt that a tax of two and a half mills would be sufficient for school purposes in this county.

For the present year the length of the school term has not been fixed. If there are indications that the tax rate of five mills will be restored, when the Legislature meets in January, the time will be continued to five months; otherwise, it is the purpose of the Board to close the schools at the end of the first quarter and pay off the indebtedness.

As an exception to the length of term stated above, I should mention the Lincoln Academy. By means of the amount of aid allowed from the Peabody Fund, together with a small extra appropriation, we have been able to operate this school for nine months during each year. This institution is under the management of a principal and four assistants, and is the only high school for colored youth in the county.

The text-books used in the schools of the county are the same as adopted by the former Board of Public Instruction, and are made up partly of the American and partly of the National Series. I have sought to introduce gradually these books, not requiring a change when there were enough books of any one denomination in a school to form a class, but insisting, whenever a new book was to be bought, that it be of the authorized series.

The changes in the law, which, in my opinion, would be of benefit to the schools, are as follows: First, that the per capita tax be made a part of the school fund and that such measures be adopted as will insure its collection; secondly, that the Board of Public Instruction have entire control of the appointment of teachers; thirdly, that Superintendents of Schools and Collectors of Revenue be required to make quarterly reports to the Clerk of the Court; the one of all warrants drawn and the purpose for which each was issued, the other of all moneys collected on account of common schools; also that County Commissioners be required to include these reports in their annual publication authorized by law.

Very Respectfully Yours,

HENRY N. FELKEL,  
Superintendent of Schools, Leon county.

## MADISON COUNTY.

MADISON, FLA., December 14, 1880.

HON. W. P. HAISLEY,

*Superintendent Public Instruction, Tallahassee, Fla. :*

SIR: Yours asking me for a statement of school operations in Madison county for the past two years is at hand. And I would state that while a republican government needs the whole power of education, it has never found a very striking application in this county as yet. The zeal for education seems not to grow as the population increases. Since the introduction of the public school system, there seems to be a general disposition among all classes, but more especially the blacks, to depend entirely upon the public fund to educate their children. While the public school months are taught the school-houses are full to running over, but let it be announced that the *pay school will now start*, and the children will be found leaving the seat of learning like rats from a burning barn. Another defect or drawback is to be found in the small amount of tax assessed for school purposes. I find it is virtually running all the first-class teachers *off the track*. While the public school system has become an established law, and all are ready to acknowledge that schools and education is the supreme guarantee of a country's liberties, the condition of its prosperity, and the safeguard of its institutions.

If this be so, then it is the imperative duty of the law-makers to provide an ample amount of funds to sustain it. And I would here call the attention of the members of the next Legislature to increase the school tax to at least five mills, or leave the matter of assessing the school tax in the hands of County Boards of Public Instruction. They know, or should, the amount necessary to run the schools in their respective counties.

I would further state that as Superintendent of Public Instruction, I find a great hindrance to the elevation of the standard of education, and that is limiting the public schools to simply primary instruction. I am fully of the opinion that the public school law should declare free for all, not only primary, but secondary schools.

As to the school-houses and furniture of the public schools in this county, I am loath to state is too sadly neglected. I find a large majority of the school-houses badly erected, and out of poor material. I am of the opinion that school-houses and class-rooms should be made attractive to children.

We have found another very objectionable feature, one which has troubled us no little for the past two years, and that is such a diversity of school or text-books, which has been a fearful

barrier to organization and classification. But I am happy to state that this evil has been pointed out by myself to the Board of Public Instruction of this county, and has been removed by the adoption of a uniform series of school books, which has given great encouragement to patrons and teachers, and we only hope it will be generally carried out. In looking over the monthly reports of teachers for the last two years, I find that the average daily attendance of the pupils, especially the whites, according to total number on register, is not as good as it should be. This unsatisfactory result is due, I think, in a great measure to the insufficient school accommodations, the distances of the schools from the homes of the children, and the bad condition of the roads, or it may be from the defect in the principle of compulsion. I am one that strongly advocates compulsory education. And I think the means should be provided to make it effectual.

In conclusion, I would state that I see some improvement in the past two years. If nothing more, public opinion is getting aroused, and beginning to feel more anxious for the fate of the educational interest of the county. The existing evils in the system are being pointed out, which encourages the hope that vigorous efforts will be made to remove them. I would urge especially upon the Legislature to provide sufficient means for educational purposes.

I am, as ever, your obedient servant,

E. S. TYNER,

*Superintendent of Schools for Madison county.*

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#### MONROE COUNTY.

KEY WEST, FLA., Dec. 28, 1880.

HON. W. P. HAISLEY, *State Superintendent Public Instruction, Tallahassee, Fla.:*

DEAR SIR—During the term of office of the present Board of Public Instruction much has been done toward advancing the cause of education in this county, and, whilst the schools are not in as flourishing a condition as we desire, taking into consideration the many disadvantages under which we labor, we have reason to be satisfied at their present condition and hopeful of their future.

A large debt—necessarily incurred by the old board—has been paid, and the new term has opened with the School Board free from debt and eight hundred dollars to our credit in the county treasury. In order to accomplish this result, it was found necessary during the past scholastic year to continue the

schools in operation for three months—the shortest time allowed by law.

We did this in order to relieve the schools of the embarrassment occasioned by this mortgage of our property, and to place us upon a sound basis, believing that the accomplishment of this purpose would prove of much greater benefit than the maintenance of the term for a longer period.

The establishment of a system of apprenticeship by the cigar factories of this city has done very much to decrease the number of children attending the schools; I believe it is only one-half what it would otherwise be. The great majority of children in the schools belong either to the primary or intermediate departments, for just as soon as the children are old enough to be serviceable they are sent to the cigar factories, or go out collecting sponges, which pursuits are the principal industries of our island.

The present board, in addition to paying the debts contracted by the former board, have established two new schools, one at New Prospect, on the Caloosahatchie, and the other on Key Largos. Arrangements have been made to acquire titles to the property where both these schools are held without subjecting the Board of Public Instruction to any further expense. We have also acquired titles to the school property at Myers, and improved it so that its present value is about three thousand dollars.

The school at Key Largos has not been open for two terms, owing to the difficulty of getting a teacher; but we have made arrangements for reopening the school in a short time.

The reduction of the school tax by the last Legislature was a serious blow at the cause of education. It caused much embarrassment in operating the schools in this county, and prevented the establishment of new schools on Key Largos and at Twelve-mile Creek, and other localities, where we contemplated establishing schools.

I would recommend the repeal of the act passed by the last Legislature reducing the school tax, which would leave the matter just where it belongs—*i. e.*, to the Board of Public Instruction of each county.

It has been proposed by some to place the power of assessing the school tax in the hands of the County Commissioners, but this would be very injudicious, as they would in most instances simply assess the smallest tax possible, not caring whether it were sufficient to enable the Board of Public Instruction to conduct the schools, as the latter would undoubtedly be held responsible by the public.

If the matter should be left as it formerly was—to the Boards of Public Instruction—feeling the responsibility for carrying



on the schools, they would assess sufficient tax to do it properly; at the same time public opinion would, in a great measure, prevent the assessment of any tax beyond what was sufficient for school operations, and, under the old school law, it would be impossible to assess *more than the five-mill tax*.

I would, in conclusion, earnestly recommend to you to impress upon our legislators the importance of enacting some suitable *school-vagrant* and compulsory-education law which would prevent the vagrancy of hundreds of children who now roam the streets of our towns, and force them either into our schools or into useful trades. Very respectfully, etc.,

J. V. HARRIS,

*Superintendent Public Instruction Monroe County.*

## NASSAU COUNTY.

CALLAHAN FLA., December 14, 1880.

HON. W. P. HAISLEY, *Superintendent of Public Instruction, Tallahassee, Florida:*

DEAR SIR—This is the first opportunity I have had to respond to your request for a brief statement of school operations in our county during the last two years, etc.

Two years ago the public schools in the county numbered thirty-six; last year the number was increased to thirty-eight, and now we have forty-two. During this time five school houses have been erected—all by private means. These schools have accomplished a great deal already, and the system is becoming more effective every year. Many of our people were once either opposed, or altogether indifferent, to the education of their children; but now, when men away out in the backwoods who cannot read and write, come to me and offer to board a teacher free to aid in building a school house, or do almost anything in order to obtain a school for their children, I am encouraged to believe that all efforts to educate the people to appreciate the importance of these schools have not been in vain.

We have endeavored to procure good teachers for all of the schools, and believe we have been successful to a certain extent, despite the low salaries we are obliged to pay. The first teachers' institute for this county was organized last year. It proved very interesting, and, the teachers say, beneficial.

A sufficient fund to operate all of the schools in the county successfully, cannot be raised by a two and a half mills tax, and I trust that the law will be changed, or allowed to remain as it was before the late alteration, limiting the tax to five mills, and allowing the County Boards to make the assessments. I

think the salaries of school officers should be paid out of the school fund, and suggest that the Legislature make the law so explicit on that point as not to admit of such an interpretation as was given to it by the Supreme Court last year. In consideration of the fact that it requires such a heavy tax upon the property holders of our State to raise an effective school fund, and that so large a proportion of the pupils in our public schools are children of those who own no taxable property, I think there should be an amendment to the Constitution which would require every man to show a poll tax receipt before he is allowed to vote.

Very respectfully your obedient servant,

W. A. MAHONEY,  
*Superintendent of Schools, Nassau county.*

### ORANGE COUNTY.

OFFICE BOARD OF PUBLIC INSTRUCTION, }  
ORLANDO, FLA., December, 30, 1880. }

HON. W. P. HAISLEY, *Superintendent of Public Instruction,  
Tallahassee, Florida:*

DEAR SIR—Your request for an additional report came during my absence visiting the schools, hence some delay in replying.

We are glad to report having 66 established public schools in this county, showing an increase in the number of schools of 22 in the past two years. We are also happy to note a very healthy growth of interest in education, each district looking forward with great anxiety to the beginning of our next term.

Under the present system our schools are very much scattered. Our county should be districted properly and schools established central for each district. Three trustees, selected on their merits, for each district. They to take the census of their respective precincts, and the teacher employed upon that census to be paid \$—— per month per scholar, whether they attend school or not. This will centralize all schools, stop strife and confusion, lessen the number of schools, increase the length of term and number of pupils in each school, enable the teacher to do his duty—vice the general average system, give to the teacher better pay, enabling us to offer inducements to professors to take charge of our schools, thereby giving our children a more thorough education.

We have in Orange county about 1,600 children of proper school age. For their education we expend nearly \$7,000. This considerable sum for our new county should be used to the best

advantage, hence the above proposed change, or some plan that will aid us in the better education of our youth. Our people are alive to their educational interest, would hail with rejoicing a plan that would add to this interest. Our schools are doing very well in their studies. We note a marked advancement since visiting them last year, with a steady increase of a desire for a better education.

That this interest may become vast in its proportions, and mighty in its usefulness, is the desire of

Yours respectfully,

I. T. BEEKS,  
*Superintendent of Schools.*

### PUTNAM COUNTY.

PALATKA, Dec. 23, 1880.

HON. W. P. HAISLEY, *State Superintendent Public Instruction, Tallahassee, Fla. :*

DEAR SIR—Your favor of late date received. In reply, will say that, while the schools of this county are not as good as I could wish, still there is a marked improvement. There has been a marked increase in the interest taken in our schools by the parents. As a consequence, better and more efficient teachers have in most instances been recommended by the trustees and patrons.

The school term has been increased to five months this year. This we will be able to do without creating any debts.

There are now in operation and provided for forty-two schools. Three more have appropriations made for them, but have not availed themselves of their privileges. Teachers and scholars in most of the schools are working harmoniously, and good progress is being made.

The indifference that has existed in regard to free schools is gradually giving, and in some instances has given, way to a healthy interest in public schools. As the schools increase in efficiency, that indifference will entirely disappear, and we will have as efficient schools as any State.

The amount of money that will be expended for the public schools of this county this year will exceed five thousand dollars. Yours truly,

E. S. CRILL,  
*Superintendent of Schools.*

## SANTA ROSA COUNTY.

MILTON, Dec. 18, 1880.

HON. W. P. HAISLEY, *State Superintendent Public Instruction,  
Tallahassee, Fla. :*

DEAR SIR—Owing to the large area of our county and its sparse population, the public schools, with the exception of those in Milton, have not been attended by pupils as well as desired. The attendance is increasing, however, and it is hoped that, with the growing interest in schools, will continue to increase. Although in appearance the grants to the States by the General Government have been equal, yet, in fact, the grants to the Northern and Northwestern States, owing to the greater value of the lands, have far exceeded its grants to the Southern States. I think that if this fact was properly presented to Congress by memorial of the Legislature, and otherwise, further grants could be secured. Respectfully,

GEO. G. McWHORTER.  
*Superintendent of Schools.*

## ST. JOHN'S COUNTY.

ST. AUGUSTINE, Dec. 11, 1880:

HON. W. P. HAISLEY, *Superintendent of Public Instruction,  
Tallahassee, Florida :*

SIR: Yours of the 6th inst., calling for a written statement of the school operations in St. John's county for the past two years, is at hand.

In reply, I beg leave to say that inasmuch as I have been but lately appointed to the position of Superintendent of Public Schools, I am perhaps unable to furnish a correct statement.

I find, upon examination of the late Superintendent's accounts, that in the year ending September 30, 1879, there were established in St. John's county 21 schools, with 879 registered scholars, employing 26 teachers, the salaries of which amounted to \$4,531.43; with incidental expense of \$355.94; total expense, \$4,887.37.

Moneys received from all sources, including amount on hand October 1, 1878.....	\$6,118.80
Amount paid out for support of schools.....	\$5,774.84
Amount in Treasury.....	38.96
Amount in hands of the President of the Board.....	305.00 —\$6,118.80

The increase of pupils over the preceding year was 208, and the number of teachers increased by 1.

In the city schools several reforms were instituted.

In the year ending September the 30th, 1880, there were 22 schools, with 884 registered scholars, employing 27 teachers, the salaries of which amounted to \$3112.81; incidental expenses, \$363.76; total expense, \$3,476.57.

Moneys received from all sources, including amount on hand September 30, 1879.....	\$4,649.29
Moneys expended for support of schools.....	\$3 476.57
Moneys expended for books purchased.....	234 00
Freight, incidentals, &c.....	11.81
Salary of County Superintendent.....	100.00
Treasurer's commission.....	11.41
Amount in Treasury September 30, 1880.....	\$15 41 — \$4,649.29

The increase of pupils over the preceding year was five, and the number of teachers increased by 1.

The city schools are in good condition and give promise of accomplishing much good. In view of our limited resources, a very creditable advance has been made during the past year. The monthly reports of the different teachers for the months of October and November, 1880, have been handed in, and I am pleased to say that they compare well with those of the two past years. Having been engaged myself in teaching for the past six years, I have had an opportunity of judging as to the interest taken in education. I think that I can safely say that the people of St. John's county seem to manifest a greater interest in education than some few years back. I regret to inform you that our much respected and highly esteemed friend, Mr. W. B. Clarkson, who held the position of Principal of our Peabody School, has resigned his position as such, and accepted a similar position in the High School of Jacksonville, and while we regret the loss of one who is so eminently qualified to fill that position, I am happy to say that in Miss W. Watkins, the lady who has held the position of First Assistant, we find one who possesses all of the necessary qualifications of imparting instruction, and the Board of Public Instruction, in their deliberation, appointed her to fill the vacancy. As regards to changes in the school law I have no changes to recommend. This embraces everything, I think, you desire to know. For any further information I will refer you to the annual report of the late Superintendent. Hoping that the foregoing is what you desire, I have the honor to be

Yours very respectfully,

CHAS. F. PERPALL,  
County Superintendent of Schools.



## VOLUSIA COUNTY.

DAYTONA, FLA., December 15, 1880.

HON. W. P. HAISLEY,

*Superintendent of Public Instruction :*

DEAR SIR: I was appointed to the office of Superintendent of Schools for Volusia county to fill the vacancy caused by the death of my predecessor, Mr. Wilkinson. Mr. Wilkinson died, after a protracted sickness, only a short time before the end of the school year. I had no previous knowledge of the condition of the schools of the county; had some difficulty in getting access to the records of the office, and especially the reports of the teachers for the year, all of which had not been received and filed in their regular order.

In addition to these embarrassments, I failed, in consequence of the sickness of one member and indifference on the part of another to the school interests, to effect a meeting of the Board. These members have resigned, and the names of others have been sent to your office for appointment. I trust we will have a working Board in a few days, and that these obstacles and perplexities will not again occur. For these reasons I am not at present properly prepared to furnish you a statement of the past school operations in this county.

I am now on a tour of inspection; have visited only about one-half of the schools of the county. So far as I have been enabled to ascertain, the benefits of the free-school system have very nearly reached all the children.

There will be two, perhaps more, new schools organized during the present scholastic year.

I am informed that there is much more uniformity in the books in use in the schools, and am gratified to find a willingness on the part of most of the patrons to purchase the books recommended by the Board.

I am informed that there has been much improvement, in the past two years, in the discipline and general conduct of the schools or the county.

The greatest disappointment I have met with is in the paucity of comfortable school buildings, there being very few in the county suited to the purpose. I am pleased to note, however, a disposition, on the part of those interested, to improve the buildings and supply more of needed furniture.

The school-houses are furnished by the citizens free of rent, and there are other indications that the system of public education is growing in favor of the people.

Truly and very respectfully yours,

A. CRENSHAW,  
*County Superintendent.*

Post-office address, Orange City.

## WAKULLA COUNTY.

CRAWFORDVILLE, FLA., December 24, 1880.

HON. W. P. HAISLEY,

*Superintendent Public Instruction :*

I have been stopping temporarily at Rio Carabelle and on my return home, yesterday, I received your letter of the 12th inst. bearing on the present, past and future school operations in this county. My statistical report of the public schools for the scholastic year beginning October 1, 1879, and ending September 30, 1880, is the best evidence of the progress of education in this county.

The State government, under the present Constitution, began June 8, 1868, and continued until January 1, 1877, in the possession of the Republican party, and during that long period of time, notwithstanding their professed devotion to the cause of education, not one official visit was made to this county by any of your predecessors.

Agreeably to previous notice, February 6, 1878, you pronounced an impressive educational address to the people of this county, directing your remarks mainly to the Board of Public Instruction—explaining the more complicated provisions of the School Law, anticipating and itemizing the difficulties, that might arise for their consideration and decision, admonishing them the importance of impartial, dispassionate deliberation, together with firmness and determination, for the purpose of reconciling conflicting opinions of contending parties, and thereby securing peace and harmony to the people and success to the schools. The Board appreciated your wise counsel—they were guided and governed by it, and the result was peace with the people and success with the schools.

Your second official visit to this county was in June last, but circumstances beyond my control prevented my attendance.

I would suggest, for the consideration of the ensuing session of the Legislature, that so much of the 4th clause of the 20th section of the School Law, which requires the Board of Public Instruction to employ such teachers as may be satisfactory to the trustees be repealed, and that an act authorizing only the Board of Public Instruction to employ teachers, be substituted. The above-mentioned clause virtually gives the applicants for teaching school authority to employ themselves. Many of them, by a set system of canvassing school districts, visit in person every patron, and by the cutest maneuvering, they secure their recommendation to the trustees. The trustees, believing the supreme power of government is lodged in the hands of the people, they will not go back on the patrons,

and the Board of Public Instruction are too democratic to "go back on" the trustees and patrons; and, therefore, the applicants, with a good outstart, are sure to secure their employment. The applicants control the patrons, the patrons control the trustees, and the trustees control the Board of Public Instruction. Respectfully,

JNO. L. CRAWFORD,  
*County Superintendent of Schools.*

## WASHINGTON COUNTY.

ORANGE HILL, Dec. 21, 1880.

HON. W. P. HAISLEY, *State Superintendent Public Instruction, Tallahassee, Fla.:*

MY DEAR SIR—I have just returned home, and find yours of the 6th instant.

I do not consider the educational outlook as favorable for the school year of 1880 as it was for the school year of 1879 especially, and of former years. Owing to the reduction in school tax, the fund has become so insignificant that the Board of Public Instruction is unable, in our county, to employ competent teachers; and as the people, having necessarily to make a larger contribution to run the schools, seem unwilling to contribute and pay tax, too, I find it much more difficult to induce contributions than formerly. We can only run schools in our county five months in the year, and then at a very small salary, and of course inferior teachers.

In my opinion, to make a public school system a success in any State, there should be a compulsory law, requiring every parent and guardian to send their children or wards to school three months in the year if there is a school in three miles of them.

The reduction of the school tax has driven all the best teachers from our county, and we have had to reduce the number of public schools about one-fourth. Respectfully,

D. H. HORN,  
*Superintendent of Schools.*

NOTE.—The foregoing reports of County Superintendents are published as received by me, without revision.

## REPORTS OF THE EAST AND WEST FLORIDA SEMINARIES.

### THE EAST FLORIDA SEMINARY.

OFFICE BOARD OF TRUSTEES EAST FLORIDA SEMINARY, {  
GAINESVILLE, FLA., Dec. 23, 1880. }

HON. W. P. HAISLEY, *State Superintendent Public Instruction,*  
*Tallahassee, Fla. :*

SIR—In reporting to you, it affords us pleasure to state that our Seminary is in a flourishing condition.

Since the common school system has been adopted, by which the mass of our people can avail themselves of the advantages of elementary instruction, pupils coming from the various counties show a marked improvement in their qualification to enter the several classes of the Seminary, showing conclusively that said system is one of the tributaries to the Seminary, and will continue to enlarge its usefulness in proportion to its development of our intellectual resources.

We have conformed to the law, and established a Normal School. Eleven counties, with twenty-three Seminarians, have been represented during the last year. Two others have applied since the Principal's report. Others, who were not appointed beneficiaries, are availing themselves of the advantages of the Normal Department by paying a small tuition. We have an able corps of teachers for the Normal Department, as will be seen by our circular herewith enclosed.

Our percentage of attendance has been greatly increased, and will add largely to the scholastic proficiency of the pupils in the attainment of didactic culture, as will be seen by the Principal's report herewith transmitted. Board for pupils is about twelve dollars per month.

Believing that young men and ladies should have equal educational advantages here as elsewhere, we take pleasure in asserting that we have an excellent corps of teachers that will compare favorably with our best literary institutions; and, under their supervision and instruction, we trust that our State will be gradually supplied with many competent instructors trained in the art of teaching. Respectfully,

J. H. ROPER,  
President Board Trustees East Florida Seminary.  
O. A. MYERS, Secretary.

EAST FLORIDA SEMINARY, }  
 GAINESVILLE, FLA., December 18, 1880. }

HON. J. H. ROPER, *President Board of Education, E. F. S.*

DEAR SIR—I have the honor to submit the following report of the affairs of East Florida Seminary, for the scholastic year beginning December 1, 1879, and ending December 3, 1880. I have chosen these dates so as to exhibit the latest history of the school, and at the same time to give the results of a full year's work:

Up to the close of June, 1880, the organization of the Seminary embraced ten grades or classes, beginning with the lowest primary branches, and ending with collegiate studies, and no charges were made for tuition.

During the summer of 1880, the Board of Education made certain changes in the organization of the Seminary, which brought it fully within the scope and intent of the laws of the State.

In the pamphlet entitled "Circular and Announcement of East Florida Seminary," which accompanies this report, marked "Exhibit C," these changes are fully set forth, but a brief resume is given here:

1st. The organization now embraces two departments, a normal school and an experimental or model school.

2d. There is no primary department.

3d. Each teacher has charge of a particular branch of study.

4th. Payment of tuition fees is required from all pupils, excepting county beneficiaries.

The effect of these changes has been most gratifying. A much larger number of pupils from counties entitled to representation are in attendance. The teachers, relieved from the burden of an excessive and irregular attendance of pupils, and having distinct and separate branches, have been enabled much more satisfactorily and successfully to perform their duties.

The pupils have been more cheerful and more diligent, while the decided improvement in regularity and punctuality of attendance shows the genuineness of the change for the better.

The tabulated report, marked "Exhibit A," gives all necessary details of enrollment, etc., and is so arranged as to facilitate a comparison of these items under the separate headings given them. It will be seen that, leaving out the primary department, which no longer has a place in the organization, the enrolment is very nearly the same, while the per cent. of attendance, under the new order of things, is much higher.

A list of the counties which have been represented during



the year, with the names and address of the representatives, is given in the paper marked "Exhibit B."

Twelve counties have sent twenty-four representatives, while the letters of application and of inquiry, which are being constantly received, indicate a much larger attendance for the next session, which begins January 24, 1881. Evidently the school has now entered upon a career of usefulness, which will exert a marked influence for good upon the educational interests of our State.

As an additional item of information, I will mention that at the close of the spring term in June last, the public exercises, which embraced a regular collegiate commencement programme, were attended by large and appreciative audiences and were the subject of much favorable comment. Hereafter these exercises will occur in January.

Trusting that the above report, with accompanying documents, may furnish the information desired, I have the honor to be,

Very respectfully and truly yours,

EDWIN P. CATER,  
*Principal E. F. S.*

Exhibit "A," referred to, gives for the portion of the year embraced between the 1st of December, 1879, and 25th of June, 1880, total enrollment 220, average attendance 146; for portion of year between September 13th and December 3, 1880, total and average enrolment 97 and 78 respectively.

Exhibit "B" shows that twelve counties were represented in the attendance, namely: Alachua, Bradford, Columbia, Gadsden, Hernando, Hillsboro, Levy, Marion, Nassau, Orange, St. Johns and Suwannee. The total attendance from these being twenty-four.

#### WEST FLORIDA SEMINARY.

TALLAHASSEE, FLA., Dec. 8, 1880.

HON. W. P. HAISLEY, *State Superintendent Public Instruction,*  
*Tallahassee, Fla.:*

SIR—I herewith respectfully submit a report of the operations of the West Florida Seminary for the past two years.

The attendance of pupils has been as follows: For session of 1879-80, males 46, females 58, total 104; for present session, males 18, females 34, total 52. During the previous session there were ten students from the adjoining counties, seven being from Gadsden while three were from Wakulla. At present there are but two students from beyond the limits of Leon county.

By reference to my previous reports, it will be seen that for the past ten years there has been a steady decrease in the number of pupils in attendance. I can only account for this by stating that it has been the design of the present Board of Education, as well as its predecessors, to raise the standard of scholarship in the grade of admission. Formerly *all* were received, no matter how limited their knowledge in the very simplest elements pertaining to a primary department. From year to year the requirements for admission were made more and more rigid, until at last the qualifications for admission are almost on a collegiate basis. Numbers who applied have been rejected as short of the standard, and will now be compelled to go through a course of training in the common schools of the county, or in private schools, until they attain the proper proficiency.

#### BOARD OF VISITORS.

In accordance with the statute, the Board of Education, at their meeting on the 3d of December, 1879, appointed Rev. J. S. Harrison, Rev. Henry R. Raymond and Capt. C. E. L. Allison as a Board of Visitors. These gentlemen spent several days in visiting the male and female departments, and their report has been filed in your office.

#### TUITION.

Since 1869 no tuition fees were charged, until this year. As the Seminary was entirely independent of the common schools, in which tuition was free, and as the income from the Seminary Tuition Fund was insufficient to pay all necessary expenses, it has been decided to charge a small tuition fee of seventy-five cents a month, which has materially assisted in defraying incidental expenses; and, although there was much dissatisfaction on the part of some of the patrons at the beginning of the session on account of this action of the board, yet this measure now receives the cordial support of all.

#### PATRONAGE FROM OTHER COUNTIES.

The present board have made every every effort to obtain the attendance of students from other counties by advertising in the Madison, Monticello, Tallahassee and one of the Pensacola newspapers; also, by having printed circulars setting forth the advantages of the Seminary as to location, price of board, &c. These circulars were mailed to every County Superintendent of Schools west of the Suwannee river. Though the Secretary has occasionally received letters from correspondents, making inquiry and asking for circulars, yet, so far, no *new* accessions have been had. Copies of the circular so issued, and also of

the "By-Laws of the Board of Education and Rules for the Government of the Seminary," are herewith submitted.

#### CORPS OF INSTRUCTION.

On account of the advanced grade of scholarship, which diminished the number of pupils, but three teachers were employed for the present session—Professor J. N. Whitner, as Principal, at a salary of \$950; Mrs. S. S. Williams, Superintendent Female Department, at \$600, and Miss E. L. Bythewood at \$550, each having been employed for a scholastic year of forty weeks.

#### CONCLUSION.

Although the attendance of pupils has been small during the present session, the Board of Education hope and expect a gradual increase. This they hope to effect by judicious advertisements, the issuing of circulars setting forth the advantages of location, the low price of board, and the facilities for instruction in the sciences. They have had the "College" building thoroughly repaired, and it is hoped that in another year, under the present system, there will be a sufficient amount of funds to have the philosophical and chemical apparatus put in complete order. It was the intent of the act creating this Seminary that it should be independent of local patronage, and it is hoped that the day is not far distant when every county west of the Suwannee river will have its representatives in the several classes of this institution.

Very respectfully, your obedient servant,

J. T. BERNARD,

*Secretary Board Education West Florida Seminary.*

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*Walter Gwynn, Treasurer Board of Education, in account with Seminary Fund—(Principal.)*

#### Dr.

To balance in Treasury.....	\$339 70
To amount received for stumpage.....	414 47—\$754 17

#### Cr.

By 700 State Florida seven per cent. bonds.....	\$700 00
By balance in Treasury.....	54 17—\$754 17

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*Walter Gwynn, Treasurer Board of Education, in Account with the Common School Fund—(Principal.)*

#### Dr.

To balance in Treasury.....	\$2,368 00
To cash from Fines.....	3 54 57
To cash from Land Sales.....	1,069 15
To cash from Stumpage.....	581 32
To cash from Redemption of Lands.....	26 10—\$7,586 17

## CR.

By Commissions and Expressage.....	192 25
By amount invested in Bonds.....	7,195 00
By amount balance in Treasury.....	198 92—\$7,586 17

*Walter Gwynn, Treasurer of Board of Education, in account with Seminary Fund (Interest).*

## DR.

To Interest Collected on \$9,600 7 per cent. Bonds.....	\$ 672 00
To Interest Collected on 6 per cent. Bonds.....	4,394 00
To Balance Overpaid.....	46 49—\$5,116 49

## CR.

By Balance Overpaid in 1879 .....	\$ 220 17
By Warrants Paid East Florida Seminary.....	2,165 32
By Warrants Paid West Florida Seminary.....	2,731 00—\$5,116 49

*WALTER GWYNN, Treasurer Board of Education, in account with Common School Fund (Interest.)*

## DR.

To balance in Treasury.....	\$4,375 29
To annual interest on Bonds of 1871, due January 1, 1880.	1,645 00
To semi-annual interest on Bonds of 1873, due January 1, 1880.....	6,423 00
To semi-annual interest on Bonds of 1873, due July 1, 1880.....	6,423 00—\$18,766 29

## CR.

By Comptroller's Warrant's paid.....	\$18,599 48
By balance in Treasury.....	166 81—\$18,766 29

**TREASURER'S REPORT OF PRESENT CONDITION OF THE AGRICULTURAL COLLEGE FUND.**

HON. W. P. HAISLEY,  
*Superintendent Public Instruction and President Agricultural College Board:*

DEAR SIR: I have the honor to submit my report of the financial operations in the Agricultural College Fund for the past two years, 1879 and 1880.

The invested accumulations you will see now amount to \$21,400, and yet there is a balance of cash on hand of \$1,751.21.

The leaking condition of the roof on the building at Eau Gallie when we received it, and its being blown off in the gale of August last, has caused, and will cause, additional heavy expenses in repairs. Mechanics are now employed in putting on a shingle roof, the tin roof being entirely destroyed.

Very respectfully.

WALTER GWYNN, Treasurer.

*Walter Gwynn, Treasurer, in account with Agricultural College Fund.*

## DR.

1879—To balance in Fund at last report.....	\$115 44	
To interest on State bonds.....	3,486 00	
To interest on notes of individuals.....	40 41	
To amount notes of individuals collected.....	1,100 00	
To amount State loan collected.....	3,606 10	
From sale of oxen.....	57 93	
1880—Interest on bonds and loans.....	10,004 00	—\$17,409 88

## CR.

1879—By interest on 6 per cent. Florida State bonds.....	\$6,819 00	
By amount paid recording minutes and telegrams..	4 40	
By amount watchman, repairs and expenses College buildings at Eau Gallie.....	543 38	
1880—By investment in 6 per cent. Florida State bonds..	7,170 00	
By investment in 7 per cent. Florida State bonds..	614 17	
By paid watchman, repairs and expenses College buildings at Eau Gallie.....	507 73	
By balance.....	1,751 21	—\$17,409 88

## PRINCIPAL FUND.

100 Florida 6 per cent. bonds of 1873, \$1,000 each.....	\$100,000 00	
Accumulated interest invested in 6 per cent bonds of the State of Florida of 1873.....	16,800 00	
Accumulated interest invested in 7 per cent. bonds of the State of Florida of 1871.....	3,900 00	
Loans to individuals at 8 per cent. by former Treasurer	700 00	—\$121,400 00



